

Course Catalogue

2007-2008



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The provisions of this catalogue are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time. This right to change provisions and requirements includes, but is not limited to, the right to reduce or eliminate course offerings in academic fields and to add requirements for graduation.

Gettysburg College

Course Catalogue 2007–2008

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GETTYSBURG, PENNSYLVANIA

Gettysburg College—Mission Statement

MISSION STATEMENT

Gettysburg College, a national, residential, undergraduate college committed to a liberal education, prepares students to be active leaders and participants in a changing world.

This statement is grounded in the core values of the institution:

- The **worth and dignity of all people** and the limitless value of their intellectual potential;
- The **power of a liberal arts education** to help students develop critical thinking skills, broad vision, effective communications, a sense of the inter-relatedness of all knowledge, sensitivity to the human condition, and a global perspective, all necessary to enable students to realize their full potential for responsible citizenship;
- The **enrichment of the traditional liberal arts and sciences** curriculum with the most promising intellectual developments of the age;
- The **free and open marketplace of ideas** and the **exploration of the ethical and spiritual dimensions** of those ideas, both indispensable to helping students learn to determine which have lasting value;
- The **value of a lifelong commitment to service**, and the role of the College in both providing an example of public service for students and fostering a commitment to service among our young people; and
- A belief that a **residential college** is the most effective means of promoting the personal interaction between student and professor, and student and student which develops the community that is the heart of a liberal arts education.

(APPROVED and REVISED by the Faculty Council on October 30, 2002)

(Adopted by Board of Trustees, January 2003)

A HERITAGE OF EXCELLENCE

At Gettysburg College, we are committed to providing our students with opportunities that will serve as the foundation on which they will build their lives in an ever-changing world. Our founding principles embrace a rigorous liberal arts education that fosters a global perspective, a spirit of collaboration, a dedication to public service, and an enriching campus life. Gettysburg College prepares students to lead energetic, engaged, and enlightened lives.

Dedicated to Great Work

The history of Gettysburg College has intersected with events of political, social, and global significance. Chartered in 1832, Gettysburg College was born in an era of dramatic change. The young United States faced political and economic challenges, pioneers pushed into new frontiers, and academic institutions were established that would become today's finest colleges and universities.

In 1863, Union and Confederate soldiers clashed on the fields of Gettysburg, Pennsylvania. Pennsylvania Hall, the first building on campus, served as a temporary hospital for the wounded from both sides. Today, its name appears on the National Register of Historic Places. On November 19, 1863, Gettysburg College students witnessed the legendary address of Abraham Lincoln, which to this day links our country's sixteenth president with the site of the most famous battle of the American Civil War.

Years later, President Dwight D. Eisenhower arrived at Gettysburg, sharing his experience and insights as a national leader. Following his presidency, Eisenhower returned to Gettysburg to write his memoirs in what is now Eisenhower House, the College's admissions office. Visits by Elie Wiesel, General Colin Powell, and leaders from the American Civil Liberties Union, the civil rights movement, and the Peace Corps continue to demonstrate Gettysburg College's dedication to issues of global importance.

Today, Gettysburg College continues to champion independent thinking and public action by providing students with the abilities to reason and communicate, and the incentive to make a difference in our world. A Gettysburg College education blends a rigorous foundation in the sciences, the social sciences, and the humanities with a highly personal atmosphere of challenge and support. The curricular and

co-curricular opportunities are carefully designed to stimulate critical thinking, encourage public service, and instill a global perspective in our students.

At Gettysburg College, more than 2,500 young women and men learn, explore, discover, and create with the challenge and support of 180 full-time faculty members. Approximately 95 percent of the teaching faculty hold the doctorate or the highest earned degree in their field.

As devoted as they are to their chosen fields of study, Gettysburg College faculty are equally dedicated to the success of their students. Small classes averaging eighteen students and a student/faculty ratio of 11:1 foster an open and informal exchange of ideas, a sense of community and collaboration, and endless opportunities for accomplishment.

As part of Gettysburg College's balanced undergraduate program in the liberal arts and sciences, students may choose from forty majors, pursue interdisciplinary and self-designed majors, or complete one of several cooperative and dual-degree programs. The College also provides certification in elementary and secondary education and preparation for professional schools in law, medicine, and the allied health sciences. Study abroad, internship, and student/faculty research opportunities are plentiful and encouraged.

We welcome your interest in Gettysburg College.

GETTYSBURG-AT-A-GLANCE

Type of College: Four-year, co-educational residential college of liberal arts and sciences founded in 1832.

Enrollment: More than 2,500 students (approximately one-half are men and one-half are women), representing 40 states and 35 foreign countries. Approximately 90 percent of the students live on campus in more than forty-three residence halls, including theme halls, apartment complexes, and special interest houses.

Location: Beautiful 200-acre campus with more than 60 buildings. The College is adjacent to the Gettysburg National Park. Gettysburg, Pennsylvania, is 36 miles from Harrisburg, 55 miles from Baltimore, 80 miles from Washington, D.C., 117 miles from Philadelphia, and 212 miles from New York City.

Academic Information: Forty majors, individual majors, double majors, minors, and an extensive area studies program. Student/ faculty ratio of 11:1 with an average class size of 18 students. More than 186 full-time faculty with approximately 95 percent of the permanent faculty holding the doctorate or highest earned degree in their fields. One of only 19 chapters of Phi Beta Kappa in Pennsylvania. Honorary or professional societies in 16 academic areas. Academic Honor Code in effect since 1957.

Special Programs: Extensive study abroad programs; internships; Washington Semester (government and politics, economic policy, ethical issues and public affairs, foreign policy, public administration, justice, urban studies, journalism, art and architecture, arts and humanities); United Nations Semester; dual-degree programs in engineering, nursing, physical therapy, optometry, and forestry and environmental studies; cooperative program in marine biology; certification in elementary and secondary education; pre-health and pre-law counseling. Cooperative college consortium with Dickinson and Franklin & Marshall Colleges.

Exceptional Facilities: Musselman Library; full network capabilities in all campus buildings and each residence hall room; high-speed access to

the Internet; microcomputer laboratories and workstations; wireless network; state-of-the-art science facilities, including two electron microscopes (transmission and scanning units), a PN-250 Van de Froot HVEC proton accelerator, four spectrometers (Fourier Transform Infrared, NMR, UV-visible, and Nd:YAG laser), greenhouse, planetarium, observatory, and optics and plasma physics laboratories; the Child Study Center; extensive facilities for the fine arts, music, and drama, including the beautifully restored Majestic Theater; writing center; comprehensive physical education complex; health center and counseling services; Center for Career Development; College Union Building, student activities center; Center for Public Service; Sunderman Conservatory of Music.

Student Activities: Student Senate; Campus Activities Board; FM radio station; yearbook; newspaper; literary magazine; full range of musical groups, including choirs, marching, symphonic, and jazz bands, college/community orchestra, and numerous ensembles; Black Student Union; international student club; theatre groups; special interest groups; more than 130 clubs and community service organizations; more than 1,000 leadership positions.

Athletics: Division III level within the Centennial Conference. Twelve sports for men and twelve sports for women at the varsity level. A wide array of intramural and club sports to satisfy various interests and levels of skill.

Religious Life: Lutheran related. Programs for students of all faiths coordinated through the College Chapel, including Newman Association, Muslim Student Association, and Hillel.

School Colors: Orange and blue.

ADMISSION

Gettsyburg College students come from a wide variety of backgrounds and secondary school programs. The College encourages applications from students of differing ethnic, religious, racial, economic, and geographic backgrounds. ♦ The admission staff encourages applications from students who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation that will enable them to profit from the many opportunities that the College offers.

Campus Information

A wide variety of information about Gettsyburg College can be found in the College's various publications.

Prospective students may request College publications by contacting:

Director of Admission

Eisenhower House

Gettsyburg College

Gettsyburg, PA 17325

717-337-6100; 800-431-0803

(Fax) 717-337-6145

admiss@gettsyburg.edu

www.gettsyburg.edu

Admission Evaluation

Since admission is highly competitive, the admission staff gives careful consideration to each application. Its decisions are based on three categories of evidence described below.

Evidence of high academic achievement as indicated by the secondary school record.

The College considers grades in academic courses, quality and distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is highly desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience. It also assumes graduation from an approved secondary school or home-school program.

Students also submit the SAT I of the College Board or the test results of the American College Testing (ACT) program. Strong applicants who believe that standardized tests do not represent their academic achievement can choose to apply under the test-optional policy.

Evidence of personal qualities.

There is high interest in individuals of character who will contribute in positive ways to the College community. In estimating such qualities, the College relies on what students say about themselves; the confidential statements from secondary school principals, headmasters, teachers, and guidance counselors; and on personal appraisals by its alumni and friends. Essentially, any evidence of in-depth involvement in secondary school activities and/or participation in community affairs (especially volunteer services) is favorably considered in the admission process.

More detailed information on the admissions process can be found at www.gettsyburg.edu.

The Campus Visit

Personal interviews, group information sessions, and campus tours are strongly recommended, as they give prospective students a personal look at the opportunities and variety offered in the academic and extracurricular program. Gettsyburg students give generously of their time and talents to the College and surrounding community, and are pleased to share their experiences with visiting students.

Prospective students are welcome to visit the campus for a tour and/or a group session at any time. Interviews may be scheduled between April 1 of the junior year and March 1 of the senior year. Students considering a major in art or music should make their interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the appropriate department.

Students can arrange an interview, group session, or campus tour by calling the Office of Admissions at **717-337-6100** or **800-431-0803**. During the academic year, the admissions office is open from 9:00 to 5:00 on weekdays and from

9:00 to 12:00 on Saturdays; summer hours are between 8:00 and 4:30 weekdays.

Admission Process

Early Decision.

Students for whom Gettysburg College is a first choice are strongly encouraged to apply for Early Decision admission. The deadline for Early Decision I is November 15; the deadline for Early Decision II is January 15. A non-refundable fee of \$45 must be sent with the application. Those students accepted under this admission plan are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be mailed within a month after the deadline. Payment of a non-refundable advance fee of \$500 is required to validate this offer of acceptance.

Although the Early Decision applicant should take the SAT I or the ACT in the junior year, scores from the October/November testing date of the senior year will also be considered. Those students submitting applications for Early Decision who are not offered acceptance at that time will automatically be considered for Regular Decision admission upon receipt of subsequent semester grades and test scores from the senior year.

Regular Decision.

Students applying as Regular Decision candidates to Gettysburg College should submit an application during the fall of their senior year and by February 15; a nonrefundable fee of \$45 must be sent with the application. Most offers of acceptance will be mailed by early April, after the receipt of November, December, or January SAT I results and senior year first semester grades. Results for the SAT I or ACT taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$500 is required to validate the offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, students have until May 1 to make their decision and pay the advance fee.

All acceptances by Gettysburg College are conditional and based upon students continuing to do satisfactory work in all subjects, avoiding disciplinary circumstances, and earning a secondary school diploma.

Admission with Advanced Credit and Placement

Students who have taken *advanced placement* courses in secondary school and wish to be considered for advanced credit or placement must take advanced placement tests of The College Board. All entering students who submit a score of four or five on these tests may receive one course credit for each tested area toward the 32-course graduation requirement. Course credit for advanced placement will be lost if a student takes the equivalent course at Gettysburg. Students who have completed advanced-level or honors courses may be considered for advanced placement.

Those high school students who have taken *regular courses at the college level* in regionally accredited junior or four-year colleges may receive credit for these courses if there has been no duplication of high school units and college credits.

Gettysburg College recognizes the quality of the *International Baccalaureate (IB) Diploma* in the admission process. In addition, the College awards one course credit in each subject area for Higher Level examination scores of five or higher. Credit for a Higher Level score of four will be given at the discretion of the department.

For students who plan to complete their graduation requirements in less than four full years, see the section on residence requirements and schedule limitations for information about planning of the academic program.

International Student Admission

The College welcomes applications from international students who can read, write, speak, and understand the English language with considerable proficiency. International applicants should send the completed application form with official secondary school transcripts and an explanation of grading procedures; the SAT of the College Board or the test results of the American College Testing (ACT) program, either of which is very strongly recommended; the Test of English as a Foreign Language (TOEFL) results; the application essay; and The College Board Certification of the Finances Form. International students applying for financial aid must also file The College Board's International Student Financial Aid Form.

Transfer Student Admission

Gettysburg welcomes applications from students interested in transferring to the College. Transfer students applying for the spring semester should submit their application by December 1, and students applying for the fall semester should apply by April 15; transfers applying after those preferred dates should do so as soon as possible.

Reactivating the application.

Students who have previously applied to Gettysburg College and now wish to reactivate their application must submit a Gettysburg College Application Reactivation form. In order to update and complete the application, send the final secondary school transcript, SAT and/or ACT results, college transcript(s), the College Official's Report, and the Instructor Evaluation form.

Applying for the first time.

Transfer students should submit an application for admission, the final secondary school transcript, SAT and/or ACT results, college transcript(s), the College Official's Report, and the Instructor Evaluation form.

Transfer of credits.

Transfer credits are granted provisionally for individual courses passed with a C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg Curriculum. During the first semester, transfer students must review the graduation requirements with their academic advisor or the registrar. Transfers are required to earn all additional credit at Gettysburg College or through a regular College-approved program of off-campus study. In order to complete the transfer of course credits, transfer students are required to complete one year of satisfactory work at Gettysburg College. All transfer students must satisfy the course requirements in their major area of interest.

Admission as a Guest Student

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Academic Standing Committee.

Taking courses as a guest student requires permission of the instructors of the courses involved, as well as filing an application for

guest student status with the admissions office. A guest student who may later wish to become a candidate for a degree must submit an application under regular admission procedures. Guest students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the guest student will be admitted as a candidate for a degree.

STATISTICAL SUMMARY

Students in college

2006 Full-Time Enrollment

	M	W	Total
Senior	287	334	621
Junior	311	333	644
Sophomore	287	368	655
First Year	342	397	739
	1,227	1,432	2,659

The above enrollment includes 154 students who were studying off campus. In addition, 10 students were enrolled part-time for a degree.

Geographic Distribution Matriculated Students

2005 Fall Semester (includes all students)

	Number of Students	Percent
Pennsylvania	730	27.1
New Jersey	492	18.2
Maryland	376	13.9
New York	366	13.6
Connecticut	205	7.6
Massachusetts	129	4.8
Virginia	56	2.1
New Hampshire	34	1.3
Maine	33	1.3
33 Other States or Territories	233	8.5
International (28 countries)	43	1.6
	2,697	100.0

STUDENT RETENTION

Of the students who entered Gettysburg College as first-year students in September 2002, 75.8% received their degree within four years; an additional 6.1% of the class were continuing at Gettysburg. Of the students who entered Gettysburg College as first-year students in September 2000, 80.4% received their degrees within six years. Of the students who entered as first-year students in September 2005, 91% returned in September 2006.

COMPREHENSIVE FEE PLAN

Gettytsburg College charges each student, on a semester by semester basis, a comprehensive fee, which covers tuition, board, and room. Not included in this fee are books and supplies, telephone charges, telecommunications fee, some private lessons in music, optional off-campus courses, and optional health insurance coverage.

The comprehensive fee applies to each full-time student. A full-time student is one registering for at least three courses per semester. Part-time matriculating students will be charged \$4,500 per course.

2007–2008 FEES

Academic Fee (Tuition) \$35,640

Board

USA Plan (Unlimited Servo Access). Entitlement includes access throughout the day to the Dining Hall. (Rates for the other meal plans are available from the Office of Financial Services.)

Room Rates

Regular Room	\$4,630
Middle Rate Room	\$5,290
Single or Apartment Room	\$5,800

Special Student Fees

Any student who is not a candidate for a degree will be charged at the rate of \$ 1,800 per course.

Telecommunications Fee

Students living in College residence halls or fraternities pay an annual \$280 Telecommunications and Technology fee. The fee covers the following services and appropriate support: network and internet access, cable TV, local telephone and voicemail. Non-residential students are assessed an annual \$60 fee for on-campus network and internet access. Limitations of services apply as set forth in the network utilization policy.

Student Activities Fee

Full-time students studying on campus pay a Student Activities Fee of \$35 per semester. Funds generated by this fee support the activities of the College's many student organizations.

Payment of Bills

The College operates on a two-semester calendar. An itemized statement of charges for each semester is mailed approximately one month before the payment due date. First semester charges are due on August 1; second semester charges are due on January 2. The

College has an optional monthly payment plan, which runs from June 1 to March 1. (*See Payment Plans.*)

Checks should be made payable to Gettysburg College and sent to the Office of Financial Services, Gettysburg College, Gettysburg, PA 17325-1483 by the dates outlined (*above*).

Credit card payments, through PhoneCharge, Inc. at 877-206-5356 (toll free), are accepted as a means of payment of the College tuition and fees. *A fee is charged by PhoneCharge, Inc. for this service.* Charges are limited to \$2,500 per call.

Delinquent accounts are subject to a late payment charge at the rate of 1 % per month. This late charge will be waived for Student Loan amounts processed by the College prior to due dates for payments.

Students are required to complete payment of their tuition and fees by the stated deadlines to maintain active enrollment status and their ability to register for courses for future semesters. Gettysburg College policy requires the withholding of all credits, educational services, issuance of transcripts, and certification of academic records from any person whose financial obligations to the College (including delinquent accounts, deferred balances, and liability for damage) are due and/or unpaid. If any overdue obligation is referred either to the College collection department or to an outside agency or attorney for collection efforts and/or legal suit, the debt shall be increased to cover all reasonable costs of collection, including collection agency and attorneys fees and court costs. By registering for any class at the College, each student accepts and agrees to be bound by the foregoing College policy as applied to any preexisting or future obligation to the College.

Reserve/Security Deposit

The advance payment of \$500 made under either the early or regular acceptance plans is credited to a reserve deposit account. While the student is enrolled, this noninterest-bearing account remains inactive. The security deposit is

activated after the student graduates or withdraws from school. At that time security deposit funds are transferred to the student's account to satisfy any unpaid bills. Any remaining amounts will be refunded after this process.

Preregistration Fee

The preregistration fee of \$300 is billed in the middle of February and must be paid by March 15 in order for a student to preregister for classes. In addition, the student's account must be in good financial standing in order to preregister for classes. This fee will be applied toward the student's fall semester College bill. No refunds of this fee will be made after the date of spring registration.

Veterans Administration Benefits

Gettysburg College has made the necessary arrangements whereby eligible veterans, dependents, and members of the military may receive monthly payments from the Veterans Administration in accordance with the appropriate laws and regulations. Please contact the Office of the Registrar for more information.

Payment Plans

The College offers an interest-free optional monthly payment plan through Key Education Resources for those who wish to make installment payments over a ten-month period. The first installment is due on June 1. There is a nonrefundable fee of \$60 to enroll in this plan. For details, contact Key Education Resources at 1-800-539-5363 or the Office of Financial Services.

Refund Policy

A student must notify the Office of Academic Advising in writing that he or she intends to withdraw or request a leave of absence from Gettysburg College. (*See withdrawal and leave of absence policy.*) The date of withdrawal will be the last day of attendance in classes or of residence in college housing.

Financial aid recipients who leave the College during a term will have their Title IV aid recalculated according to the federal refund requirements, which state: "**Up through the 60% point** in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Federal Student Aid funds the student has earned at the time of withdrawal. **After the 60% point** in the payment period or period of enrollment, a student has earned 100% of the Federal Student Aid funds

awarded for the period." (*See FSA Handbook: Award Year 2006–2007, Volume 5, pp. 5-11.*)

Title IV funds include and will be returned in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Pell Grant, Academic Competitiveness Grant, National SMART Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other Title IV grant funds.

Students receiving financial assistance may have a portion of their original award returned to the programs as required by federal regulation and the Gettysburg College refund policy, thus creating a balance due to the College. For this reason, students contemplating withdrawing during a term of enrollment are strongly encouraged to meet with the Financial Services and Financial Aid Office prior to leaving the College.

Refunds for Tuition, Room, and Board

Refunds for tuition, room, and board are calculated as follows: 100 percent, if notice is received by the twelfth day of classes; 80 percent, if notice is received by the third week of classes; 50 percent, if notice is received by the fourth week of classes; 25 percent, if notice is received by the sixth week of classes.

No refund will be calculated after the end of the sixth week of classes.

Required Withdrawal: A student who is required to withdraw for disciplinary reasons (involuntary withdrawal) will forfeit all fees which he or she has paid.

Dewar Insurance: Optional insurance is available through A.W.G. Dewar, Inc., which supplements the College refund policy for a student who withdraws as a result of a serious illness or accident. More information is available at www.collegerefund.com.

Reduction of financial aid obligations and advances will receive priority in the payment of refunds. Any unused reserve deposit balance will be refunded approximately two to four weeks after the student's graduation or withdrawal.

College Store

Students may open a College Store account with parental/guardian approval and may charge books, supplies, and miscellaneous items to that account. A student's charge balance may not

exceed \$750 per month. College Store charges will be added to the student's tuition account on a monthly basis and will be subject to a late charge if not paid by the due date reflected on the statement. The College Store also accepts cash, checks, MasterCard, Visa, and Discover as methods of payment for purchases made there.

Health Insurance

The College requires all students to have adequate health insurance coverage. Student Health Insurance is billed to each student on the fall bill. This coverage is optional for those who already have an existing health plan. The College will waive the charge for those with an existing health plan upon completion of the proof of

health insurance waiver found in CNAV under My Place, My Forms.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property. Students are encouraged to provide their own personal property insurance.

Board Policy

First-year students are required to participate in the USA Meal Plan plan. The Meal Plan Placement Chart (*below*) illustrates the meal plan requirements of all students based on residency.

Meal Plan Placement			
Residence Hall	Class Year	Housing Type	Meal Plan Requirement
Hanson	First Year	Residence Hall	USA Meal Plan
Huber	First Year	Residence Hall	USA Meal Plan
Rice, Paul, Stine	First Year	Residence Hall	USA Meal Plan
Patrick	First Year/Upper	Residence Hall	USA Meal Plan
Smyser Hall	Upper	Residence Hall	Any Plan Offered
Colonial Hall	Upper	Residence Hall	Any Plan Offered
Lahm Hall	Upper	Residence Hall	Any Plan Offered
Lamp Post	Upper	Residence Hall	Any Plan Offered
Musselman	Upper	Residence Hall	Any Plan Offered
Paxton	Upper	Residence Hall	Any Plan Offered
Quarry Suites	Upper	Residence Hall	Any Plan Offered
Stevens	Upper	Residence Hall	Any Plan Offered
100 Chambersburg St.	Upper	Residence Hall	Not Required*
339 Carlisle St. (OX)	Upper	Residence Hall	Any Plan Offered
133 N. Washington St.	Upper	Small House	Any Plan Offered
Bregener House	Upper	Small House	Any Plan Offered
Appleford Inn	Upper	Small House	Not Required*
Appleford Carriage House	Upper	Small House	Not Required*
Carlisle House	Upper	Small House	Any Plan Offered
Corner Cottage	Upper	Small House	Any Plan Offered
129/131 N. Washington	Upper	Small House	Not Required*
215 N. Washington	Upper	Small House	Not Required*
Hutchinson House	Upper	Small House	Not Required*
Van Horn House	Upper	Small House	Not Required*
Smith House	Upper	Small House	Not Required*
Lau House	Upper	Small House	Not Required*
Tudor	Upper	Small House	Not Required*
25/27 Railroad St.	Upper	Small House	Not Required*
33 W. Middle St.	Upper	Apartment Complex	Not Required*
Apple	Upper	Apartment Complex	Not Required*
College Apts.	Upper	Apartment Complex	Not Required*
Constitution Apt.	Upper	Apartment Complex	Not Required*
Albaugh House	Upper	Apartment Complex	Not Required*
Eagles Apartments	Upper	Apartment Complex	Not Required*
Ice House	Upper	Apartment Complex	Not Required*

*Meal plan not required but available to all students. These students may elect to deposit Dining Dollars only, in any amount they choose.

Meal Plan Placement (continued)

Residence Hall	Class Year	Housing Type	Meal Plan Requirement
25 S. Washington St.,	Upper	Small House	Not Required*
112 W. Middle St.,	Upper	Small House	Not Required*
R.I.S.E 240 Carlisle	Upper	Small House	Any Plan Offered
209 N. Washington St.,	Upper	Small House	Not Required*
157 N. Washington St.	Upper	Small House	Any Plan Offered
Alpha Tau Omega	Upper	Small House	Any Plan Offered
Phi Delta Theta	Upper	Small House	Any Plan Offered
Phi Gamma Delta	Upper	Small House	Any Plan Offered
Phi Kappa Psi	Upper	Small House	Any Plan Offered
524 Carlisle	Upper	Small House	Not Required*
Wolf House	Upper	Small House	Not Required*
Women's Center	Upper	Small House	Not Required*

*Meal plan not required but available to all students. These students may elect to deposit Dining Dollars only, in any amount they choose.

At most colleges and universities, the fees paid by a student or a student's parents for tuition and room and board cover only a portion of the total cost of the student's education. At private institutions, the remainder comes from endowment income and gifts from various sources, such as alumni, businesses, foundations, and religious institutions.

The student and his or her parents are viewed as being the primary resource when it comes to funding a college education. Since an education is an investment which should yield lifelong dividends, a student should be prepared to contribute to it from his or her own earnings and assets.

Gettysburg College has a financial aid program for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for assistance, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

For prospective students to receive full consideration for need-based financial assistance, they must complete the U.S. Department of Education's Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's Financial Aid PROFILE. Students currently enrolled at the College need to submit only the FAFSA, not the PROFILE. The College's federal school code for the FAFSA is 003268 and the CSS code number for the PROFILE is 2275. There is no fee for filing the FAFSA, but there is a processing fee for the PROFILE.

Prospective students seeking consideration for need-based financial assistance should submit the completed FAFSA and PROFILE as soon as possible after January 1 and no later than February 15. Both forms should be completed in their entirety (make sure to include Gettysburg College's code as listed above on each form). The FAFSA can be mailed in the pre-addressed envelope provided with the form or submitted online via www.fafsa.ed.gov. The PROFILE must be submitted online via www.collegeboard.com. Students currently enrolled at the College should submit their completed FAFSA no later than April 15.

Additionally, all students applying for need-based financial assistance are required to submit

a Gettysburg College Verification Worksheet and signed copies of the federal Income Tax Return for themselves and their parents directly to the Office of Financial Aid. The verification worksheet and tax returns should be submitted as soon as they are completed and no later than April 15 for students currently enrolled and May 1 for prospective students.

Merit-Based Scholarships

In addition to need-based financial assistance, Gettysburg College believes that intelligent, highly motivated and high-achieving secondary school students should be recognized for their accomplishments. With this in mind, the Presidential and Dean's Scholar Programs were established to reward prospective students for academic excellence, with no consideration of financial need.

The Presidential Scholarship is valued at \$54,000 (\$6,750 per semester for up to eight semesters). The Dean's Scholarship is valued at \$34,000 (\$4,250 per semester for up to eight semesters). In order to have these scholarships renewed, students must maintain certain GPA requirements and remain a full-time student. A separate application is not required. Eligible applicants will be selected and notified as part of the admissions process. The selection process for merit scholarships is competitive.

In an effort to encourage high school musicians of the highest caliber to attend the College, the Department of Music created the Parker B. Wagnild Talent Scholarship. Five scholarships will be awarded annually, valued at \$20,000 each (\$2,500 per semester for up to eight semesters) to deserving instrumentalists and vocalists. The scholarships are available to music majors and non-majors alike and require an audition.

Gettysburg College reserves the right to adjust scholarship amounts periodically. In such cases, the scholarship amount awarded to those students already in attendance at Gettysburg College will not change. The amount awarded to students at the time of admission remains the same for eight semesters, given they have fulfilled all the requirements of the scholarship.

Need-Based Financial Aid

Need-based financial aid is awarded in the form of grants, loans, and work-study and is provided on a yearly basis. Factors affecting award renewals are continued financial need as determined by the FAFSA, academic achievement, and contributions as a campus citizen. A student may be offered any combination of the various types of financial aid. Following is a brief description of the most commonly awarded types of assistance. A more detailed description and the policies governing the types of financial assistance are available via the financial aid web page.

Grants

Gettysburg College Grant: Awarded to students who, in addition to financial need, show evidence of good academic ability and academic achievement. These grants are renewable as long as the recipient continues to demonstrate need and maintains a sound academic record. The grant need not be repaid, but the College hopes that recipients will recognize they have incurred an obligation and therefore subsequently contribute as they can to help ensure that the benefits they enjoyed are available to others.

Federal Pell Grant: A grant program funded by the federal government that is designed to assist students from low-income families. The amount of the award varies based on a family's calculated contribution per the FAFSA.

Federal Supplemental Educational Opportunity Grant: A grant program funded by the federal government and administered by the College. The program is designed to assist students from low-income families, with first consideration given to those students who also receive a Federal Pell Grant.

Academic Competitiveness Grant: A federally funded grant program providing \$750 for the first academic year and \$1,300 for the second academic year of study for students who are U.S. citizens and Federal Pell Grant recipients enrolled full time in a degree program. First-year students must have completed a rigorous secondary school program of study. Sophomores must have at least a cumulative 3.0 grade point average.

National Science and Mathematics Access to Retain Talent (SMART) Grant: A federally funded grant program providing \$4,000 per year for students in the third and fourth academic years of study

who are U.S. citizens and Federal Pell Grant recipients enrolled full time in a degree program. Students must major in physical, life, or computer science; engineering; mathematics; technology; or a critical foreign language. A cumulative grade point average of 3.0 in the coursework for the major is required.

Pennsylvania State Grant: An award given to students who are residents of Pennsylvania. Award amounts are determined based on financial need and available funding levels.

Other states also have grant/scholarship programs. Check with your state agency as to the availability of such funds and requirements. States that have most recently made grant awards to students attending Gettysburg College are Connecticut, Delaware, Maine, Massachusetts, Ohio, Rhode Island, Vermont, West Virginia, and the District of Columbia.

Students are notified of their state's grant requirements by the appropriate state agency. However, as a general rule, such awards require each recipient to carry a minimum course load of twelve (12) credits per semester in order to maintain continued eligibility.

Loans

Gettysburg College Loans: The College offers a number of institutional loan programs. The programs differ in the amount available to award and the terms, such as eligibility requirements, interest rates, and grace periods.

Federal Perkins Loan: A loan program funded by the federal government and administered by the College. The program is designed to assist students from low-income families, with first consideration given to those students who also receive a Federal Pell Grant. The interest rate is fixed at 5%.

The Federal Stafford Loan (Subsidized and Unsubsidized): The Federal Stafford Loan is a government-sponsored low-interest loan available to students through a private lender, such as a bank, savings and loan, or credit union. The interest rate is fixed at 6.8%.

A student must show financial need to be offered a subsidized Stafford Loan. An unsubsidized Stafford Loan is available to all students, regardless of financial need. The federal government pays the interest accruing on a subsidized loan while the student is enrolled at least half-time. Those utilizing an unsubsidized loan will be required to pay the interest, as the federal government does not.

First-year students may borrow \$3,500; that increases to \$4,500 during the second year, and for the third, fourth and, if needed, fifth years, students may borrow up to \$5,500 per year. The maximum borrowing for undergraduate study is \$23,000.

Federal PLUS Loan: Parents of dependent undergraduate students may borrow through the PLUS program to help finance educational costs. The maximum amount parents may borrow per year is limited to the cost of education minus other financial aid that the student has received. The interest rate is fixed at 8.5%.

In addition to the loans described above, various banks offer what are known as alternative loans. In most cases these loans have a higher interest rate than other educational loans guaranteed by the federal government and offered by Gettysburg College.

Work-Study

Federal Work-Study: An employment program funded by the federal government and the College. Eligible students may work on campus or off campus in community service-type positions and receive a bi-weekly paycheck for the hours worked.

Satisfactory Academic Progress for Renewal of Financial Aid

Students are expected to maintain an academic record that will enable them to complete the requirements for graduation in the normal eight semesters. In order to graduate, a student must complete at least 32 course units and have a minimum accumulative GPA of 2.0. For a more detailed description of the graduation requirements, refer to the Academic Policies and Programs section of the catalogue.

The Academic Standing Committee will notify students who are not maintaining satisfactory academic progress. Students may be warned, placed on academic probation, suspended, or even dismissed. The committee interprets and applies standards on a case-by-case basis at the end of each semester.

In addition to the Academic Standing Committee reviewing students' academic progress, the Office of Financial Aid is also required to monitor students' academic progress as it relates to the renewal of financial assistance. To remain eligible for most types of financial aid, particularly federal and state assistance, students must meet minimum academic requirements at the conclusion of each academic year. These

standards are slightly different from those established for class advancement and graduation.

The Gettysburg College academic year is 30 weeks in length of instructional time. In addition to being enrolled for all of those weeks, a student receiving financial aid must meet the following minimum standards at the conclusion of each academic year:

First-year students: 1.50 GPA and 6 courses completed

Second-year students: 1.80 GPA and 13 courses completed

Third-year students: 1.90 GPA and 20 courses completed

Fourth-year students: 2.00 GPA and 26 courses completed

Fifth-year students: 2.00 GPA and 32 courses completed

The Office of Financial Aid will notify students who do not meet the minimum standards. Students may be placed on financial aid probation or lose their eligibility to receive certain types of assistance.

The comprehensive policy on satisfactory academic progress is readily available to all students via the financial aid web page.

Financial Aid for Off-Campus Study

Financial aid is available for programs of off-campus study (both domestic and study abroad), which are approved by the Academic Standing Committee. College grant and loan funds will normally be awarded for a maximum of two semesters of off-campus study through College-affiliated programs only.

International students may have College-funded financial aid applied to off-campus study programs on a case-by-case basis. A written application must be submitted to the director of Off-Campus Studies, explaining the program's relevance to the individual's academic program as a whole.

Financial Aid for Dual-Degree Programs

For all dual-degree programs, once Gettysburg students apply for and are accepted to an affiliated university, they become students of that university. Students who qualify for financial aid at Gettysburg College are not guaranteed a similar financial aid package at our affiliated universities. Financial aid at the affiliated universities must be applied for directly through those universities.

An important element of the education at Gettysburg College is the opportunity to exchange ideas and share interests outside the classroom.

The Division of College Life is committed to engaging students, faculty, administrators, and staff in building and maintaining an educational community that fosters academic excellence, understanding and appreciation of diverse cultures and people, personal growth and responsibility, and mutual respect.

College Life is committed to supporting the academic work of students in the classroom and providing excellent opportunities for growth, development, and learning outside of the classroom. Co-curricular learning is an important element of a Gettysburg College education as it provides students with the opportunity to engage in a wide range of experiences, a key component of a liberal arts education.

Ethical decision making, collaboration and teamwork, effective communication, and local and global citizenship are areas of emphasis for the co-curricular programs at Gettysburg College. These goals are extensions of the classroom experience and assist in the creation of a seamless learning environment for all members of our College community. Students at Gettysburg can be sure that these ideas will be reflected in clubs and organizations, athletic teams, residential life, service learning, and all of the other areas of student life at Gettysburg.

STUDENT CONDUCT

Gettysburg College seeks to establish and maintain an environment that provides for the development of the young adult as a whole person with an emphasis on inquiry, integrity, and mutual respect.

The College expects its students to conduct themselves in all places and at all times in such a manner as to show respect for order, morality, personal honor, and the rights of others as demanded of good citizens. The Gettysburg College community fosters respect for the rights and dignity of all residents, including members of both majority and minority groups. Membership in the Gettysburg College community is a privilege that may be rescinded with cause.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a document entitled *The Handbook of Student Rights and Responsibilities*. The preparation and publication of this document is overseen by the Student Life Committee. It includes information about academic, citizenship, and governance rights and responsibilities of students. It is published annually and is available in both electronic and printed versions.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the student policies and procedures may be obtained by writing to the Vice President for College Life and Dean of Students.

THE HONOR CODE

Since knowledge and learning are the heart of the College's mission, honesty and integrity in all academic endeavors are fundamental to our success and expected of all students. An academic honor system was instituted at Gettysburg College in 1957. Under the Honor Code, the entire Gettysburg College community is responsible to communicate and support the College's principles regarding academic honesty and integrity. By affirming the College's Honor Pledge, all students indicate they are bound by these principles and will actively promote them. Students who would affirm the Pledge with reservation should not apply for admission.

On their arrival, new students learn more about the College's principles and practices regarding academic honesty and integrity and all students have an opportunity to discuss these important matters with the Honor Commission, upperclass students, and faculty members.

FIRST-YEAR RESIDENTIAL COLLEGE

The Residential College Program offers students the opportunity to learn and work with other first-year students, faculty, peer tutors, and upperclass student teaching associates on common educational interests and goals, and deliberately fosters connections that support first-year transition and learning. Academic courses are coordinated with housing in the first-year residence halls. The program provides a singular opportunity for students with similar interests to experience an especially powerful first-year educational program.

Small course sections provide an opportunity for conversation and discussion, centered on course themes, for the development of ideas and for lively debate on issues raised, both in and outside the classroom. First-Year Seminars are designed to employ and develop a variety of learning skills. Although some are interdisciplinary, most are likely to provide a window on the approaches and methods of a particular discipline. Introduction to College Writing courses develop the students' abilities to express themselves in clear, accurate, and thoughtful English prose.

Extending the classroom into residence halls provides a natural channel for combining formal teaching, informal learning, and personal support, and promotes an atmosphere of mutual concern and active exchange of views. Seminar rooms are available in residential halls for seminar and study group meetings. This residential arrangement complements the academic curriculum and promotes an exciting living and learning environment.

Special programming opportunities may include field trips, film series, guests from within and outside the college community, special meals, coffee breaks, library/electronic media workshops, academic advising/career planning tips, and community service projects. Some courses may choose to combine for joint meetings or special events. The Residence Life staff of each hall will provide opportunities for student residents to initiate and develop other social and co-curricular programs.

FIRST-YEAR PROGRAMS

Two First-Year Programs, New Student Orientation and First-Year Experience (FYE), are designed to assist first-year students with making the transition to the College community. The First-Year Programs help first-year students understand their responsibilities as members of our community and help them begin to develop the skills and knowledge they will need to be successful at Gettysburg. Specially trained upperclass students serve as mentors to new students, advising them in their residential communities and throughout the activities of both New Student Orientation and FYE.

New Student Orientation is an intensive five-day program held when students arrive on campus in the fall. FYE provides an extended set of activities regarding ongoing transition and student success issues and is held throughout the fall semester. Additional initiatives focused on first-year students include Residential College Program, First-Year Seminars, special social programs for first-year students, and ongoing contact with first-year faculty advisors.

RESIDENCE LIFE

Residence Life at Gettysburg College is a major influence on the total development of the student. The residential environment (persons, policies, and facilities) promotes the formation of a community and encourages a style of life that is conducive to the development of respect for both the individual and the society in which one lives. During a student's experience at Gettysburg College, decisions are made concerning personal values, occupational choices, one's identity, personal responsibility, and a philosophy of life. The residential program provides opportunities for examining these areas of development.

Recognizing the influence of the environment on development, Gettysburg College requires all students (unless married or residing with their families) to live on campus. Exemptions from this requirement are granted only by the director of Residence Life.

Area coordinators of Residence Life are professional, live-in staff members who directly select and supervise the student staff of residence coordinators, resident assistants, and

community leaders. Student staff members participate in an ongoing training program, which enables them to help other students adjust to the college environment. The residence hall staff provide a variety of educational and social programs that enhance the educational and social development of all residence hall students. Residence hall governments exist to provide residents with the opportunity to work with members of the administration in shaping policies that apply to all College residences and establish an environment that supports student needs.

Gettysburg College offers a variety of options in living environments, which include apartment-style housing, semi-private rooms, small houses, and traditional residence halls. Upperclass students may choose to live in one of twenty residence buildings, varying in occupancy from 10 students to 200 students. Residence halls are coeducational with a small number of single-sex options.

Another living opportunity exists in the area of Theme Housing. This option is for students who wish to live together in a group of 6 to 20 residents and work on a project of mutual interest throughout the academic year.

R.I.S.E. (Respecting Individual Student Expectations about alcohol) is a substance-free living option for first-year and upperclass students. Students who agree to participate in the R.I.S.E. program make a commitment to a substance-free lifestyle and live together with other R.I.S.E. members.

Fraternity houses are considered on-campus housing. Members of fraternities are obligated to work with their Alumni Corporation to fill all spaces in their house. Once a student joins a fraternity, he can expect to reside in the chapter house during his junior and senior years. Fraternity members will be assigned to housing space in the chapter house consistent with the policies of their fraternity. Members must have permission from their Alumni Corporation in order to live outside of the fraternity house. Fraternity members who wish to live off-campus must be approved by the College (not by the Alumni Corporation) in addition to receiving permission to reside outside the chapter house; otherwise, they are still obligated to live in College-owned housing. Sophomores may move

in to the chapter house for the spring semester if they earn a 2.7 cumulative GPA and there is space available. Each fraternity's officers serve as the house's residence staff and are responsible for the enforcement of College policies.

Student cumulative grade point averages are factored into the upperclass lottery system. Students select housing during the spring semester for the following academic year.

Most of the student rooms are double occupancy; however, a few single rooms are available as well as a few triple rooms. (*There is some cost difference between regular, semi-private, and apartment-style housing.*) Each student is provided with a bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Card-operated washers and dryers are available on the campus for student use. Each student room in residence halls is equipped with network access, a telephone line, and cable TV service. Microfridge combination microwave refrigerators are provided in all non-apartment housing at no extra charge. Because of its particular energy efficiency, this is the only microwave or refrigerator permitted in the regular residence halls.

DINING ACCOMMODATIONS

Dining Services offers a variety of dining options for every student. Students may select from Unlimited Servo Access (USA), which allows students to return to the dining hall as many times as they like throughout the day, and includes \$50 in declining dollars. Block-plan choices for upperclass students include 150 meals per semester and \$150 balance of declining dollars, a block of 75 meals and \$75 declining dollars, and the traditional 12 meals per week and \$175 in declining dollars per semester. Declining dollars are nonrefundable and must be used in the semester that they are purchased. Cooking is not allowed in residence hall rooms, and students are urged to select a meal plan that enables them to eat a majority of their meals in the Dining Hall.

Students residing in housing that requires no meal plan may choose any meal plan or deposit funds into a Declining Dollars account. Declining Dollars may be used in the Dining

Center, The Bullet Hole, Ike's, or the Commons. Balances of \$25 or greater remaining at the end of the fall semester can be carried over to the spring semester. No refunds are given at the end of the spring semester.

Dining Hall Hours of Operation

Monday through Thursday: Breakfast 7:30 a.m.–10:15 a.m.; Continental Breakfast, 10:15 a.m.–11:30 a.m.; Lunch, 11:30 a.m.–1:30 p.m.; Lite Fare, 1:30 p.m.–5:00 p.m.; Dinner, 5:00 p.m.–7:15 p.m.; Lite Fare, 7:15 p.m.–9:00 p.m.

Friday and Saturday: Breakfast 7:30 a.m.–10:15 a.m.; Continental Breakfast, 10:15 a.m.–11:30 a.m.; Lunch, 11:30 a.m.–1:30 p.m.; Lite Fare, 1:30 p.m.–5:00 p.m.; Dinner, 5:00 p.m.–7:00 p.m.

Sunday: Continental Breakfast 10:00 a.m.–11:30 a.m.; Brunch 11:30 a.m.–2:00 p.m.; Lite Fare, 2:00 p.m.–5:00 p.m.; Dinner, 5:00 p.m.–7:30 p.m.

The College Union Building houses the Bullet Hole—the College snack bar—which is open Monday–Friday, 7:30 a.m.–11:00 p.m., and Saturday and Sunday, 12 noon–11:00 p.m. Ike's, a themed food outlet, is open during the academic year Monday–Thursday, 11:00 a.m.–8:00 p.m., and Friday, 11:00 a.m.–3:00 p.m.

Requirements

All first-year students are required to enroll in the USA-meal plan for their first year. Transfer students may choose from any plan. Students who have special dietary needs associated with a medical condition are urged to contact Dining Services for assistance. Dining Services staff members are very familiar with special diets and can provide foods necessary to meet these requirements. Initiated members of fraternities living in nonapartment-style residence halls are required to enroll in at least the minimum dining plan each semester. (*See page 9 for other meal plan information.*)

HEALTH AND COUNSELING CENTER

The Gettysburg College Health and Counseling Center is dedicated to the delivery of personalized primary health care. Health and Counseling Services are housed together to facilitate our attention to both physical and emotional well-being and the link between

the two. We maintain a strict policy of confidentiality. Only with the patient's consent can any health record or health-related information be shared outside of the Health and Counseling Center. The contents of the health/counseling record are not incorporated into the official College record.

Gettysburg College has an HIV/AIDS policy, the purpose of which is to support the confidential needs of individuals with HIV/AIDS, as well as maintain the safety of the campus community.

Health Services

Health Services offers a variety of illness, wellness, and health-education services for students. The professional staff includes nurse practitioners, family physicians, registered nurses, medical assistants, and an administrative assistant. All of these individuals specialize in college health-related issues.

A limited number of in-house laboratory evaluations can be performed during a health visit. Any additional lab work, immunizations, x-rays, medications, ER visits, or physician referrals are the financial responsibility of the student. All students are required to have health insurance coverage. (*Further information regarding insurance may be obtained from the Office of Human Resources.*)

Health history and physical examination forms are required for each new student prior to registration. All students must have the following immunizations: 1) Tetanus immunization within 10 years; 2) Tuberculin (Mantoux) skin test depending upon risk factor; 3) Measles, Mumps, and Rubella (MMR) at age 12–15 months or later and the second dose at age 4–6 years or documented immune titre; 4) Hepatitis B immunization (series of three injections); 5) Polio, completed primary series and date of last booster; 6) documentation of Varicella disease, immune titre, or receipt of vaccine is required; 7) meningitis vaccine.

All patients are seen at Health Services by appointment Monday–Friday, 8:45 a.m.–6:00 p.m. Walk-in services are for minor emergencies. For after-hours emergencies, students should call campus Safety and Security at 717-337-6911 or Emergency Services (911) or go directly to the Gettysburg Hospital Emergency Department, located one mile from campus. For after-hours and weekend urgent medical care and advice (matters that do not

merit emergency room care), students may be seen in our consulting physician's office on Saturday mornings 8:30–10.30 a.m. At other times, the physician is on call to the students. Details are available on the Health Services web page.

Counseling Services

Counseling Services is open Monday–Friday, 8:30 a.m.–5 p.m. A staff of four counselors and a consulting psychiatrist work with students on a variety of issues, including anxiety, depression, relationships, alcohol and other drugs, self-esteem, goals and plans, values, performance pressures, and sexuality. Services are designed to support students as they pursue their academic programs. Services tend to be short term (fewer than six sessions) and problem-focused. Students who wish to meet with the psychiatrist must see a counselor first and may be required to participate in ongoing counseling. Students who require more intensive services than the Counseling Center can provide (or who request a referral to a non-College provider) are offered referrals to local mental-health providers. Payment to these providers is at the student's expense.

Counseling Services also provides the campus community with a program of alcohol and drug education that includes prevention programming, help for problem users, various support groups, and awareness presentations. Campus health education is also provided by student peer educators through CHEERS (Communicating for a Healthy Environment by Educating Responsible Students). A drug education coordinator is available to the campus community to develop and maintain appropriate educational programs and to counsel individuals.

Counseling appointments are generally free, but students may be charged a fee for some specialized services or for missed appointments. All services are confidential and available to matriculated Gettysburg College students. Students may make appointments with a counselor by calling 717-337-6960.

INTERNATIONAL STUDENT ADVISING

The international student advisor provides services to and counsels international students during their study at Gettysburg College and during their Optional Practical Training. The advisor is available to help students with matters pertaining to their visa status as well as any issues that arise during their time at Gettysburg. The international student advisor coordinates a new international student orientation every year prior to the college orientation program and plans a variety of on- and off-campus programs throughout the year.

Students may want to contact the international student advisor with questions such as how to maintain status or travel in the United States, as well as for practical information such as how to file taxes. The international student advisor maintains a close relationship with the College's active International Club and offers opportunities for students throughout the year to meet with other international students, American students, faculty, and administrators.

INTERCULTURAL ADVANCEMENT

The Office of Intercultural Advancement, located in the Intercultural Resource Center, is committed to supporting and promoting the value of a diverse and culturally enlightened community based on mutual respect and understanding. The staff is dedicated to raising awareness and committed to celebrating cultural pluralism and diversity.

The office provides a warm affirming atmosphere for people of diverse cultural backgrounds. Focusing on the needs and concerns of students of color (African American, Latino, Asian American, and American Indian), the staff provides academic and personal enrichment services for students by offering educational and cultural programs, activities, workshops, and events that inspire and inform students. The office also sponsors and cosponsors programs, lectures, and events on campus and beyond, which enrich our understanding and appreciation of cultures and peoples.

Located in the Center are a library/conference room, study area, lounge, and small computer lab. In the Center, we celebrate and value the rich mosaic of different cultures, which continue to contribute to the advancement of world civilization. All are welcome to share in this supportive, intercultural environment.

CENTER FOR CAREER DEVELOPMENT

The Center for Career Development is located on Stevens Street, next to Safety and Security. Students are encouraged to begin work with the office at any time during their four-year career at Gettysburg College, and, as a lifetime service, the Center assists alumni with their career development as well.

The Center for Career Development offers a wealth of services, ranging from individual career coaching to externships. Career coaches help with all aspects of career development from providing resume critiques to assisting students in establishing a network of peers, alumni, parents, and mentors. The Center encourages students to participate in experiential opportunities, such as shadowing, internships, externships, off-campus career seminars with alumni and parents (Bright Lights! Big City!), and the opportunities available through other offices, such as study abroad internships and the Center for Public Service learning trips. The Center works with students to articulate their learning from their liberal arts education as it relates to their career interests and to offer programs in various venues, such as residence halls and at college-sponsored events.

Some of the many services and programs the Center offers include, but are not limited to, drop-in hours for resumes and basic questions, assistance in finding appropriate internship opportunities whether the student is on-campus or abroad, shadowing opportunities, one-on-one coaching appointments, practice interviews with staff and alumni as well as a taped on-line practice interview program, career interest tools, alumni searches, basic and advanced career workshops, career and graduate school fairs, on-campus and off-campus recruitment opportunities, externships, and mentoring.

COLLEGE UNION

The College Union is the community center of the college, serving students, faculty, staff, alumni, and guests. Through a myriad of services and activities, the Office of Student Activities and First-Year Programs supports many opportunities for students to become involved in planning and participating in student-initiated campus activities and campus traditions, as well as assisting students with the development of interpersonal and leadership skills. They provide support to students and the general campus community in offering a well-balanced program of cultural, educational, recreational, and social activities. The College Union Information center is among the many services provided by the professional and student staff.

The Plank Center is an informal gathering place for students to meet with their student organizations.

The Plank Center is also home to the Plank Fitness Room. Many pieces of cardiovascular and selectorized weight equipment are available to the Gettysburg College community. A full array of free weight dumbbells also complements this area.

Hours of Operation

COLLEGE UNION

Monday–Saturday

8:00 a.m.–11:00 p.m.

Sunday

10:00 a.m.–11:00 p.m.

THE JUNCTION

Monday–Saturday

8:00 a.m.–11:00 p.m.

Sunday

10:00 a.m.–11:00 p.m.

PLANK FITNESS ROOM

Monday–Thursday

7:00 a.m.–11:00 p.m.

Friday

7:00 a.m.–9:00 p.m.

Saturday

noon–8:00 p.m.

Sunday

noon–11:00 p.m.

STUDENT GOVERNMENT

Students participate in College governance by serving on various College, class, and faculty committees as well as in the Student Senate, residence hall associations, and Greek organizations.

Student Senate

The Gettysburg College Student Senate works in cooperation with the trustees, administration, and faculty to bring to the campus community a well-organized, democratic form of student government. It represents the student view in formulating policies, while working to promote cooperation among all constituencies of the College.

The Student Senate is composed of four executive officers, twenty-eight class senators, and many dedicated committee members. The standing committees of the Senate are Academic Policy, Budget Management, Public Relations, Student Concerns, Spirit, Safety and Security, and College Life Advisory. Students can also serve on various faculty and trustee committees.

Student Life Committee

The Student Life Committee is an organization composed of members of the student body, faculty, and College administration. This committee has responsibility for studying matters and developing policies pertaining to student life and student conduct. Business may be brought to the committee or legislation proposed by any member of the College community. The committee refers major issues to the appropriate student, faculty, and administrative bodies for discussion and debate before resolution. The committee makes recommendations to the College's president, who accepts, rejects, or refers them to the Board of Trustees prior to implementation.

Residence Hall Association

Since life outside the classroom is a vital part of a student's education, the Residence Hall Association has been established to address related issues and concerns of Gettysburg College students. The Residence Hall Association encourages leadership development, greater student involvement, recognition of student leaders, and growth through change in order to optimize the college environment.

The Honor Commission

The Honor Commission is a student organization authorized by the constitution of the Honor Code. The Commission is composed of students and faculty and administrative advisors. Its function is to promote academic integrity and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations brought to hearing boards.

Interfraternity Council

The Interfraternity Council (IFC) is responsible for governing fraternities at Gettysburg College. It is composed of an executive board, the president, and a representative from each social fraternity. The Council formulates and administers general regulatory policies by which fraternities must abide.

Panhellenic Council

Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each sorority elects a delegate. This council establishes and enforces the Panhellenic recruitment regulations and functions as a policy-making body in matters involving sororities and intrasorority relations.

Student Activities and Organizations

The Plank Center serves as the primary location for the offices of many student organizations — i.e., Student Senate, Campus Activities Board, Black Student Union, GECO, Hillel, Circle K, International Club, *Gettysburgian*, *Spectrum*, and WZBT Radio.

PROGRAMS AND ACTIVITIES

The Office of Student Activities and First-Year Programs supports many opportunities for students to become involved in planning and participating in student-initiated campus activities and campus traditions, as well as assisting students with the development of interpersonal and leadership skills. They provide support to students and the general campus community in offering a well-balanced program of cultural, educational, recreational, and social activities.

Programs

The Campus Activities Board is a group of students whose purpose is to provide exceptional social programming for Gettysburg College. The board promotes an active student voice around social life issues and works in partnership with the Office of Student Activities to help enhance the social life of students. Some of the current groups that make up the Campus Activities Board are Concerts, Coffeehouse, Traditions, LIVE Bands and Dance Parties, and Special Events.

The Common Hour Program: A regularly scheduled time during the academic year when the campus community can come together for information, discussion, and reflection on issues of community importance.

Leadership Development: Each year, leadership programs, e.g., BASE (Building an Active Student Environment), Sophomore Leadership Series, provide opportunities for student leaders to discuss common issues and to help prepare them to develop a more active role on campus.

Student Organizations

There are approximately 100 student organizations on campus. They provide opportunities for students to pursue their special interests in campus clubs, special-interest organizations, Greek-affiliations, club sports, honorary societies, and professional or departmental affiliated associations. Many of the student organizations are recognized and funded by Student Senate, the student governing board. The Office of Student Activities/College Union registers all student organizations, maintains an updated list of student organizations, and provides general support to them.

Lectures

Robert Fortenbaugh Memorial Lectures: An endowment provided by Clyde E. (Class of 1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History.

Musselman Visiting Scientist: A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former chair of the chemistry department, supports an annual three-day visit by a renowned scientist to the chemistry department.

Stuckenberg Lecture: A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture: A fund from the estate of the Rev. Peter G. Bell (Class of 1860) established a lectureship on the claims of the gospel ministry on college men. The fund strives "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

Norman E. Richardson Memorial Lectureship Fund: A fund established to commemorate the outstanding contributions made to the College by Norman E. Richardson, professor of philosophy, from 1945 to 1979, supports each year an event that stimulates reflection on interdisciplinary studies, world civilization, the philosophy of religion, values, and culture.

Henry M. Scharf Lecture on Current Affairs: A fund provided by Dr. F. William Sunderman (Class of 1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

Performing Arts

Performing Arts Committee: Each year recognized professional groups and individuals present to the campus performances of dance and drama, as well as vocal and instrumental music.

Choral Program: Includes six ensembles designed to meet the needs of singers with a wide variety of experience and expertise. Large and smaller ensembles include the Gettysburg College Choir, Concert Choir, Camerata, Women's Choir, World Music Ensemble, and Chapel Singers. Any Gettysburg College student may participate in the choral groups, and there are members from nearly every field of study. Academic credit can be earned for membership in the College Choir or Concert Choir.

Band Program: The program includes numerous ensembles for all students with wind and percussion experience. The "Bullet" Marching Band meets for a four-day camp prior to the start of the fall term in preparation for home games, exhibitions, and parades. The Symphony Band and Wind Ensemble perform concerts

throughout the year on and off campus. Small chamber ensembles such as Clarinet Choir, Brass Quintet, Flute Ensemble, and Woodwind Quintet are an integral part of the band program. Academic credit can be earned for membership in the band.

Jazz Program: This program includes an 18- to 22-member Jazz Ensemble, combo, and jazz improvisation lab experience. The Jazz Ensemble plays numerous campus concerts that include an annual guest artist in February. A European tour is scheduled every four years. Open by audition to band members.

Orchestra: Performs concerts throughout the academic year. Membership is open to all students, with auditions held at the beginning of each academic year.

Sunderman Chamber Music Concerts: The Sunderman Chamber Music Foundation, established by Dr. F. William Sunderman (Class of 1919) to “stimulate and further the interest of chamber music at Gettysburg College,” each year sponsors campus performances by distinguished and internationally recognized chamber music groups.

Owl & Nightingale Players: Each year this distinguished group of performers stage three major productions under the leadership of the College’s theatre faculty. The program is varied, and all productions are offered in the handsome 245-seat Kline Theatre, which features a thrust stage.

Laboratory Theatre: Lab Theatre produces a dozen one-act plays each year, many of which are new and some of which are the work of campus playwrights.

Otherstage: Troupe performs short plays on campus and in the community. Their work encompasses lunchtime theatre, street theatre, and children’s theatre.

Artists: The College invites professional performing artists to the campus for intensive residencies in a wide variety of disciplines.

OFFICE OF EXPERIENTIAL EDUCATION

The Office of Experiential Education provides an interactive learning environment through an adventure-based curriculum that is dedicated to the personal and professional development, technical instruction, and physical well-being

of those served. The Office of Experiential Education fosters the importance of working in diverse environments, respecting those with differences, and creating positive learning experiences.

Programs

Challenge Course: The Challenge Course—a unique structure of cables, pulleys, and ropes—is used to assist groups with development and cohesion. Course workshops enable groups to gain insight on leadership, followership, communication, and trust.

GRAB: The Gettysburg Recreational Adventure Board (GRAB) offers outdoor-based activities to all members of the College community to participate in hiking, backpacking, rock climbing, caving, and kayaking trips. The trips are facilitated by students and are designed for both the novice and the experienced participant.

ASCENT: The College’s wilderness orientation program provides incoming students with an opportunity to meet classmates and go on an exciting trip before the school year begins. All first-year and transfer students are welcome to participate. Students are placed in small groups of nine or ten participants, with upperclass students as facilitators. In addition, each trip has one alumnus, faculty member, or administrator who can offer a unique perspective on life at the College. Each group spends six days backpacking, rock climbing, or sea kayaking in the backcountry, in some of the most beautiful parts of the mid-Atlantic region. On the trip, the outdoors is the classroom to help participants prepare for the academic and social expectations in the first year of college.

CAMPUS MEDIA

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg College campus, student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian: The College newspaper is staffed completely by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation.

The Mercury: Poems, short stories, and illustrations published in *The Mercury* are contributed by students.

The Spectrum: A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing.

WZBT: The College radio station (91.1 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully-equipped studio.

GREEK ORGANIZATIONS

Greek organizations have a long and rich tradition at Gettysburg College. The first national organization was formed for men on campus in 1852. National sororities were first formed on campus in 1937. Currently, there are ten social fraternities and six social sororities.

All ten of the active fraternities, located on or near campus, have individual chapter houses, which offer an alternative living option to their members. Six of the ten chapter houses are owned by alumni corporations. The sororities do not have houses, but each has a chapter room in the Ice House Complex, which serves as a meeting and social place for the group.

In addition to providing a social outlet for their members, Gettysburg College's fraternities and sororities serve the campus and community with philanthropic activities. The goals of the Greek system are to instill in its individual members the qualities of good citizenship, scholarship, service, and respect for oneself and others.

In order to join a social Greek organization at Gettysburg College, a student must earn a minimum of 5 credits at the College (excludes transfer and advance placement credits). Effective with the fall semester 2004, the minimum required GPA will be 2.2. Some individual Greek organizations have higher minimum grade requirements. In addition, a student may not be on Conduct Probation at the time of Formal Rush.

RELIGIOUS SPIRITUAL LIFE

Our mission is to assist the community of learning at Gettysburg College in sharing and contemplating life with God. We welcome students of all beliefs and provide opportunities for students to explore religious and spiritual values as part of their formation in faith. Through classes, social settings, service learning opportunities, and formal and informal gatherings for worship and prayer, we invite students to incorporate aspects of service and spirituality.

As a college related to the Evangelical Lutheran Church in America (ELCA), we support academic freedom, intellectual honesty, and disciplined searches for knowledge and truth. We respect diversity of opinion and encourage genuine dialogue as we explore varying paradigms central to discovery and renewal of science, humanities, the arts, and religion. In our efforts to achieve these ends, students are welcome and encouraged to participate in worship at Christ Chapel as well as in one of the active student religious groups. Current active groups include a Buddhist meditation group, Canterbury, Hillel, Muslim Student Association, Newman Association, Lutheran Student Movement, Disciplemakers Christian Fellowship, and Fellowship of Christian Athletes. New student groups may be developed in accord with student interest and approval of the chaplain.

Highlighted each spring is the celebration of Religious Emphasis Week. During this time we strive to involve the campus community in discourse aimed at deepening students' knowledge of their own faith traditions and practice, along with increasing their understanding, mutual respect, and insight into the practice of major world religions. A key component of this week has been an interfaith dialogue with informed representatives of major world religions as participants.

Students exercise leadership in religious/spiritual life within the campus community by participation in recognized student groups and through the Interfaith Council. Each recognized student religious group has one representative on the Interfaith Council. This council assists in planning and programming Religious Emphasis Week and also assists the

chaplain and campus ministry staff in monitoring and nurturing a healthy religious and spiritual life on campus.

Religious/spiritual life at Gettysburg College is focused on providing pastoral care, worship, prayer, and service with students, faculty, staff, and administrators. We welcome everyone to discover and rediscover the surprise of God's grace and the mercy of God's love. Ministry at Gettysburg College is provided by the chaplain of the College, who is an ordained pastor of the ELCA, and a Roman Catholic ministry team consisting of a priest and lay associate. Faculty members act as advisors to Disciplemakers Christian Fellowship, Canterbury, Fellowship of Christian Athletes, Hillel, Muslim students, and the Buddhist group. Quaker services are held in Glatfelter Lodge each Sunday morning. Shabbat meals and Holy Day remembrances are scheduled through Hillel. An updated calendar of services and events in the chapel is posted on the College web site.

CENTER FOR PUBLIC SERVICE

Our Mission

The Center for Public Service engages students, community members, faculty, and staff to facilitate partnerships, education, critical thinking, and informed action. Through these alliances, we aim to foster social justice by promoting personal, institutional, and community change.

Our Programs

The Center for Public Service at Gettysburg College challenges students to "think critically and act compassionately" through four major program areas, carried out in partnership with students, community members, faculty, and staff.

Student Leadership. Student leadership (provided by CPS program coordinators and assistants and many others) is central to all CPS programming. Gettysburg College can only be active in community life with strong student voice and action embedding student-community work in the culture of our campus. Students find voice and the power to find solutions for issues that are important to them, educating, challenging, and encouraging their peers to continually explore community work, advocacy, and change.

Reflective Service. Reflective service offers the opportunity to students to engage meaningfully with community initiatives on their own time, while offering carefully designed support systems that encourage a deeper exploration of community issues and students' beliefs about the practice and meaning of service. These experiences are facilitated by the CPS student leadership team and supported by ongoing CPS training and development activities.

Service Learning. Service learning is the integration of meaningful service experiences into academic courses with the intention to enhance student learning while addressing one or more community-identified social issues.

Immersion Projects. Immersion projects are off-campus educational service opportunities at sites in the United States and abroad. The goal of each project is to foster a dialogue between the College community, Adams County, and the host community around issues of social justice. By working alongside people and sharing their stories, students learn about themselves and the world.

Multiple Opportunities for Service Learning

The strength of civic engagement opportunities for students lies in the complementary nature in which reflective service, service learning, and immersion projects are implemented. There is recognition of the potential of powerful learning offered through such experiences, with the ultimate goal to challenge students to go beyond "doing good" and truly engage in their community and the work to ensuring social justice.

ATHLETICS

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport; for those with particular athletic skills and interests, a full array of varsity teams are available. Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Centennial Conference, which includes Bryn Mawr College, Dickinson College, Franklin & Marshall College, Haverford College, Johns Hopkins University, Muhlenberg College, Swarthmore College, Ursinus College, Washington College, and McDaniel College.

Gettysburg College teams consistently win athletic contests at the conference, regional, and national levels. In 1998, the College finished 25th nationally in the Sears Cup standings.

The intercollegiate program includes teams for men and teams for women. Gettysburg also has a cheerleading squad, in which both men and women are eligible to participate. The various teams are:

	Men	Women	Coed
Fall	Cross Country Football Soccer Golf	Cross Country Field Hockey Soccer Volleyball Golf	Cheerleading
Winter	Basketball Swimming Wrestling Indoor Track	Basketball Swimming Indoor Track	
Spring	Baseball Lacrosse Tennis Track and Field Golf	Lacrosse Softball Tennis Track and Field Golf	

CAMPUS RECREATION

The Office of Campus Recreation is dedicated to complementing the academic goals of Gettysburg College by providing a variety of recreational activities for all students, faculty, administrators, and staff. Programs include intramural sports, aerobics/fitness, sports clubs, and informal recreation.

Intramural sports include a wide range of team, individual, and dual sports. Team sports include softball, flag football, basketball, floor hockey, indoor soccer, outdoor soccer, and volleyball. Special events include tennis, dodgeball, golf, billiards, 4x4 volleyball, and 3-on-3 basketball. Fitness activities are the fastest growing portion of the campus recreation program. Aerobics classes held daily are designed to meet the needs of all students by offering high impact and low impact classes. Tone and stretch classes, aqua aerobics, step aerobics, yoga, spinning, and meditation are also offered.

The sport club program is another growing segment of the campus recreation program. These clubs are designed so that anyone of any

skill level may participate. Sport clubs currently active on campus include tae kwon do, boxing, men's volleyball, men and women's rugby, equestrian, ice hockey, and ultimate frisbee.

The campus recreation office provides time for informal recreation. Activity areas include a swimming pool, basketball courts, tennis courts, weight room with Nautilus and free weights, a fitness room with stationary bikes, stairclimbers, treadmills, rowers and selecterized weight equipment, and a multipurpose area within the Bream/Wright/Hauser Athletic Complex for a variety of recreational activities.

DEPARTMENT OF SAFETY AND SECURITY

The Department of Safety and Security is responsible for law enforcement, security, and emergency response on the campus. The Department of Safety and Security is guided by the strategic principles of service, protection, enforcement, continuous quality improvement, constancy of purpose, and community service-oriented patrolling (CSOP).

The department is under the leadership of the director, who reports to the vice president for college life and dean of students. The department's associate director, who reports to the director, is responsible for coordinating the daily safety operations and activities of the department. The department is open and staffed 24 hours a day by seven community service officers and two shift leaders/supervisors who patrol the campus and four communications officers who staff the communications center. The department's operations are additionally supported by an assistant director responsible for managing the daily patrol operations, in-service training, crime prevention services, CSOP compliance, field training, and both internal and external community investigations; a life and fire safety coordinator responsible for coordinating the institution's life and fire safety program/initiatives; and an administrative assistant. The department also has a large contingent of approximately 20 part-time security officers who supplement patrol and communications center operations and work campus special events and details performing crowd and vehicular control activities as well as other pertinent security-related operations.

To be successful in providing the highest degree of safety and security on the campus, it is important that community members follow good safety practices and understand that safety is the responsibility of all community members, not just those officially and formally charged with enforcing the laws, policies, and rules. This includes using the escort service, locking your valuables, and reporting suspicious/criminal activities.

The Department of Safety and Security takes a leadership role in this area. This includes educational programs on campus safety, preventative patrols, incident investigation and reporting, fire safety and prevention, crime prevention, and community service-oriented patrolling. CSOP is the department's philosophical and organizational strategy in the implementation and provision of campus safety and security services, which focuses on the following core principles:

- Establishing positive and professional community relationships;
- Reducing campus crime and the fear of crime;
- Developing and employing collaborative problem-solving strategies;
- Enhancing the quality of life at Gettysburg College;
- Employing total quality management (TQM), shared leadership, and an organizational learning philosophy within the Department of Safety and Security;
- Striving for continuous quality improvement of work processes for the benefit of the department's staff and the community members they serve.

CSOP also focuses on the fact that safety and security issues are everyone's concern and the best way to solve community problems is to interdependently work with the community in reaching collaborative resolutions.

Safety and Security Officers receive training in security, law enforcement, and emergency care. Officers are required to be Pennsylvania certified

emergency responders and to be certified in various self-defense techniques. The Department of Safety and Security is located at 51 West Stevens Street.

Federal legislation requires institutions of higher education to inform current campus community members and prospective members about the most recent crime/incident statistics, crime prevention and security programs and activities, policies concerning the reporting of crime, and related information in accordance with the Disclosure of Campus Security Policy and Campus Crime Statistics Act, commonly referred to as the Clery Act. This information can be obtained by contacting the Department of Safety and Security, Gettysburg College, 300 North Washington St., Gettysburg, PA 17325, or by calling 717-337-6912. Copies can also be obtained by stopping at the safety and security office located at 51 West Stevens Street. This information is also available online at www.gettysburg.edu/college_life/safety.

Set amidst the southern Pennsylvania countryside, the Gettysburg campus is exceptionally beautiful. Many of the 75 buildings enjoy a rich history. Although most buildings have been restored to include advanced technology, their exteriors maintain their architecture charm and historical integrity. ♦ Gettysburg is a “walk-around” campus and while cars are permitted, they are not necessary. You can easily get anywhere on campus or walk into town in minutes.

In the center of Gettysburg College’s campus is Musselman Library, housed in an architectural award-winning building constructed in 1981. The library, which contains more than 303,000 volumes, microforms, recordings, audiovisual media, archival materials, and selected government documents, is the hub of research activity on campus. A computerized library catalog is accessible through fully networked public access terminals, offering access to thousands of databases and full-text journal and newspaper articles online. Electronically delivered course reserve readings are available through the College’s Curriculum Navigation network. The library is open 24-hours a day and reference librarians are on-hand to assist students with research papers and other assignments. Individual and group study spaces, a theatre, a media production center, an electronic classroom and computer laboratory are all located in the library.

Gettysburg College has exceptional computing power. Every building is fully networked, including each residence hall room. This allows each student access to electronic mail, the Internet, and Gettysburg’s sophisticated College Navigation System. Gettysburg’s micro-environment includes over 1300 microcomputers and a complex system of Sun workstations and laboratories. Facilities in biology, chemistry, and physics include large departmental laboratories, microcomputer laboratories, student/facility research areas, and extensive departmental libraries. Students and faculty use outstanding instrumentation to enhance instruction and research on a daily basis. As a result, Gettysburg students enjoy “hand-on” use of advanced science equipment that most institutions reserve for graduate students. This includes a Zeiss EM 109 transmission electron microscope (TEM), JOEL TS20 scanning electron microscope (SEM), a Fourier Nuclear Magnetic Resonance Spectrometer, a herbarium, a plasma physics laboratory, an optics laboratory, a planetarium, an observatory, the Child Study Center, and psychology laboratories equipped with observation desks.

Student life facilities include a College Union Building, Student Activities Center, well-maintained and varied residence hall space, including theme houses, a center for public service, a women’s center, the Intercultural Resource Center, a health center, the Chapel, Safety and Security office, a Center for Career Development, and an Outdoor Challenge course.

For students with an interest in theatre, Brua Hall features the Kline Theatre, a 220-seat playhouse with a thrust stage and state-of-the-art sound and lighting; and the Stevens Laboratory Theatre, a studio/classroom with TV recording and monitoring equipment.

Schmucker Hall supports the Sunderman Conservatory of Music and the Visual Arts Department with interactive lecture rooms, music practice rooms, the 196-seat Paul Recital Hall, art studios, a metals coating foundry, and the College’s art gallery.

An extensive program of intercollegiate and intramural athletics encourages students of all abilities to extend their education to the playing field. Gettysburg views athletics and recreation as important components of a well-rounded undergraduate experience.

The Bream-Wright-Hauser Athletic Complex and the Eddie Plank Student Activities Center house the College’s impressive indoor sports facilities. These include four indoor tennis courts, an indoor track, a first-class weight room, a fitness room, state-of-the-art training equipment, and a 3,000-seat basketball, wrestling, and volleyball arena. A six-lane, 25-yard pool is located in the College Union Building. Outdoor facilities include a sand volleyball court, a 6,176-seat stadium for football, lacrosse, and track-and-field; 14 tennis courts; baseball and softball diamonds; and playing fields for soccer (Clark Field), lacrosse, and field hockey. A challenging cross-country course extends over the campus and throughout the adjacent National Park.

ACADEMIC PURPOSES OF GETTYSBURG COLLEGE

The faculty of Gettysburg College has adopted the following statement of the College's academic purposes. ❖ *Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:*

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.

2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have shaped the intellectual life of the present.

3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

This necessary emphasis of the College's curriculum is liberating in that it frees students from narrow provincialism and allows them to experience the joys and benefits of conscious intellectual strength and creativity.

Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short, they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Instead, creativity is almost always the reformulation of, or conscious addition to, past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it can best ensure the persistence of creativity.

The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the

development of humane values and is therefore not the final purpose of a liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as open-mindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common humanity, and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

CREDIT SYSTEM

The Course unit is the basic measure of academic credit. For transfer of credit to other institutions, the College recommends equating one course unit with 4 semester hours. Half unit courses equate to 2.0 semester hours. The College offers a small number of quarter unit courses in music and these courses equate to 1.0 semester hour. Half unit and quarter unit courses may not be accumulated to qualify as course units for graduation.

Prior to the fall 2004 semester, the College defined the course unit as being equivalent to 3.5 semester hours and certain laboratory courses earned 1.25 units and were equated to 4.0 semester hours.

REQUIREMENTS FOR THE DEGREE

The College confers four undergraduate degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Music (B.Mus.), and Bachelor of Science in Music Education (B.S.M.E.). *The general graduation requirements are the same for all degree programs except where indicated for B.Mus. degree students.*

For students entering as first-year students in or after the fall 2004 semester

- 1) 32 course units
- 2) Minimum accumulative GPA of 2.00 and a GPA of 2.00 in the major field
- 3) Fulfillment of the goals of the Gettysburg Curriculum

4) Minimum of the last year of academic work as a full-time student in residence at Gettysburg College or in an approved College program.

5) Discharge of all financial obligations to the College

A list of the specific courses that may be used to satisfy the curricular goals may be found on the Registrar's web page. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption. (See Exemption from Degree Requirements.)

The Gettysburg Curriculum

The overarching goal of the Gettysburg College Curriculum is the development of lifelong learners who

- Are able to acquire and process information and ideas in multiple ways
- Are integrative thinkers
- Are skilled in communication
- Are prepared for the responsibilities of local and global citizenship

Students demonstrate their progress toward achieving these goals through their performance in a range of courses or comparable faculty-sponsored experiences, their completion of a major field of study, and their ability to demonstrate connections across the curriculum.

Multiple Inquiries Goal The development of an understanding of multiple frameworks of analysis and of proficiency in reading texts that span the breadth of human expression. The divisional requirements are designed to begin this process of development. Students must take

- One course in the division of the arts
- One course in the division of the humanities
- One course in the division of the social sciences
- Two courses in the division of natural sciences, at least one of which must have a laboratory component (B.Mus. degree students complete one science course with lab)

Through these courses, students encounter the perspectives and modes of inquiry and analysis that characterize academic disciplines, an encounter that continues in greater depth in the major field of study.

Integrative Thinking Goal The development of a critical and open mind that seeks to adopt

well-argued points of view through the active consideration and integration of alternative methodologies, perspectives, and foundational presuppositions. This process of development receives special emphasis in the curriculum in three different ways.

- **The Interdisciplinary/Course Cluster Requirement**, normally completed by the end of the sophomore year, in which students take two designated interdisciplinary courses or a two-course cluster that emphasizes interdisciplinary or multidisciplinary approaches to a common theme. Through these experiences, students gain an understanding of the connections and tensions among approaches to common issues, texts, and phenomena.

- **The Quantitative, Inductive, and Deductive Reasoning Requirement** in which students take a course focusing on formal reasoning or mathematical problem-solving and the interpretation of quantitative or qualitative information.

- **The Capstone Requirement**, a course or faculty-sponsored experience in which students bring together what they have learned in their major curriculum and demonstrate mastery over the chosen area of concentration.

Effective Communication Goal The development of proficiency in writing, reading, and the use of electronic media. Central to these skills is the ability to articulate questions clearly, identify and gain access to appropriate kinds of information, construct cogent arguments, and engage in intellectual and artistic expression. Emphasis on this goal begins in the first year of study and continues in the major.

- **First-Year Writing Requirement**, a course that introduces students to the essentials of college-level writing. The course may be Introduction to College Writing (ENG 101), a specially designated First-Year seminar, or an introductory course in a particular discipline.

- **Major Field Communication Requirement**, a course or series of courses or experiences through which students demonstrate they have learned the communication conventions of their chosen field of study. The means through which students will learn these conventions and demonstrate their mastery are determined by the individual departments.

Writing Policy: *Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient.*

Instructors may reduce grades on poorly written papers, regardless of the course, and, in extreme cases, may assign a failing grade for this reason.

Local and Global Citizenship Goal The development of the skills, understandings, appreciations, and moral dispositions enabling students to be committed members of and meaningful contributors to their local, national, and global communities. Three requirements have been developed to assist students in achieving this curricular goal.

- **Second Language Requirement**, satisfied by successful study through the intermediate level (equivalent of 202). (B.Mus. degree vocal performance students complete four courses in language, gaining a proficiency in German and in French or Italian at the first-year level or higher depending upon placement.)

- **Cultural Diversity Requirement**, two courses designed to help students achieve a fuller appreciation of human diversity through exposure to alternative historical and cultural traditions and modes of analysis. Students must take one non-Western course that has a principal focus on peoples whose practices and beliefs have been shaped in significant ways by a historical tradition separate from that of Western Europe. Students must also take one Domestic or Conceptual Diversity course that has a principal focus on dimensions of diversity within the United States or on the study of the varied dimensions of diversity in a conceptual or comparative context (whether in the United States or elsewhere). A course listed as both non-Western and Domestic/Conceptual may be used to fulfill the requirement in only one area. In all cases, two cultural diversity courses must be taken.

- **Science, Technology, and Society Requirement**, one course with a focus on the methodological analysis, historical context, or discussion of the social ramifications of some aspect of natural science or technology. (Not applicable for those entering the College before fall 2006.)

A major field of study, including a capstone experience. (See Major Requirements following this section.)

No course used to obtain a bachelor's degree elsewhere may be counted toward the requirements for a Gettysburg College degree.

Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation. The College normally requires students to complete degree requirements in effect at the time of their original enrollment and the major requirements in effect at the time that students declare the major at the end of the first year or during the sophomore year.

For students with an anticipated degree date prior to May 2008

The Liberal Arts Core requirements for graduation are explained on the Registrar's web page.

MAJOR REQUIREMENTS

Each student must successfully complete the requirements in a major field of study. Most majors consist of eight to twelve courses and may include specific courses from one or more other departments and/or programs. No more than twelve courses may be required from a single subject area, with the exception of the B.Mus. and B.S.M.E. degrees. Since the general graduation requirements are essentially the same for all degree programs, students completing the major requirements leading to two different degrees must choose which degree to receive at graduation. (Requirements of the various majors are listed in the department and program introductions in the *Courses of Study* section.)

The following are major fields of study at Gettysburg College:

Bachelor of Arts:

Africana Studies
Anthropology
Art History
Art Studio
Biology
Chemistry
Classical Studies
Computer Science
Economics
English
Environmental Studies
French
German
Globalization Studies

Greek
Health Sciences
History
Japanese Studies
Latin
Management
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Sociology
Spanish
Spanish and Latin American Studies
Theatre Arts
Women's Studies

Bachelor of Science:

Biology
Biochemistry and Molecular Biology
Chemistry
Environmental Studies
Health Sciences
Physics

Bachelor of Music:

Music Performance

Bachelor of Science in Music Education:

Music Education

A student must file a declaration of major with the Registrar before registering for the junior year. A student may declare a second major as late as the beginning of the senior year.

Optional Minor: Students may declare a minor concentration in an academic department or area that has an established minor program. Not all departments offer minor programs. A minor shall consist of six course units, no more than two of which shall be 100-level courses. Because of the language required, an exception to the two 100-level course limitation may occur in classical studies. Students must maintain a 2.00 average in the minor field of study. Although a certain minimum number of courses constitute a minor field of study, all courses in the minor field will be considered in determining the minor average.

Minors are offered in all major fields listed earlier, except for management, music education, music performance, psychology, and biochemistry and molecular biology. In

addition, minor fields of study are possible in the following areas:

Civil War Era Studies
East Asian Studies
Elementary Education
Film Studies
Italian Studies
Latin American Studies
Neuroscience
Peace and Justice Studies
Secondary Education
Writing

INDIVIDUAL MAJOR

As an alternative to the major fields of study, students may declare an individual major by designing an interdisciplinary concentration of courses focusing on particular problems or areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study.

Students intending to pursue an individual major must submit a proposal for their plan of study to the Committee on Interdisciplinary Studies. The proposed program must be an integrated plan of study that incorporates course work from a minimum of two departments or fields. An individual major must include a total of ten to twelve courses, no fewer than eight of which must be above the 100-level; three or more courses at the 300-level or above; and a 400-level individualized study course which is normally taken during the senior year. Individualized study allows students to pursue independent work in their areas of interest as defined by the proposal and should result in a senior thesis demonstrating the inter-relationships among the fields comprising the individual major.

After consulting with and obtaining an application from the interdisciplinary studies chairperson and meeting several times with two prospective sponsors/advisers, students should submit their proposals during the sophomore year. The latest students may submit a proposal is October 15 of their junior year. It is often possible to build into an individual major a significant component of off-campus study.

Normally, to be accepted as an individual major, a student should have a 2.3 overall GPA. Students should be aware that an individual

major program may require some departmental methods or theory courses particular to each of the fields within the program.

A student may graduate with honors from the individual major program. Honors designation requires a 3.5 GPA in the major, the recommendation of the student's sponsors, the satisfactory completion of an interdisciplinary individualized study, and the public presentation of its results in some academic forum.

ACADEMIC ADVISING

The Office of Academic Advising, located on the second floor of the College Union, offers support in many areas of academic life. Working in conjunction with the individual student's advisor, the deans assist students in making educational plans and solving academic problems. This office coordinates the student/faculty advising program, including health professions and pre-law advising; assists students through the process of applying for competitive scholarships such as the Rhodes, Marshall, and Fulbright; assists in implementing the Honor Code; and coordinates the Peer Learning Associates program and accommodations for students with disabilities. The office also oversees Deans' Lists, academic progress reports, withdrawals and readmissions, petitions to the Academic Standing Committee, and grade appeals.

The College believes that one of the most valuable services it can render to its students is careful advising. Each first-year student is assigned a faculty advisor to assist in dealing with academic questions, in explaining the College's curriculum, in setting goals, and in making the transition from secondary school to college as smooth as possible. Faculty advisors are assigned a small number of first-year students, so that they can develop strong relationships with their advisees.

Sophomores may continue their advising relationship with their first-year advisors, or they may select another faculty member in a field of study they anticipate as their major. When students choose a major field of study, which must be done no later than the beginning of the junior year, a member of the major department becomes their advisor and performs functions similar to those of the first-year advisor, including the approval of all course schedules.

Students may confer at any time with their advisor, a dean of Academic Advising, the Center for Career Development, or faculty members as they consider their options for a major or special fellowship opportunities during or after college, weigh their career objectives, choose graduate or professional schools, or search for employment after graduation.

POLICY ON ACCOMMODATION OF PHYSICAL AND LEARNING DISABILITIES

Gettysburg College provides equal opportunities to students with disabilities admitted through the regular admissions process. The College promotes self-disclosure and self-advocacy for students with disabilities. Students seeking accommodation should contact the Office of Academic Advising.

For students with physical disabilities, the College provides accessibility within its facilities and programs and will, within the spirit of reasonable accommodation, adapt or modify those facilities and programs to meet individual needs.

For students with learning disabilities, the College accommodates on a case-by-case basis. All requested accommodation, which must be consistent with the data contained in documentation that meets the College's standards, is reviewed by the College's own consultant. Reasonable accommodation for students with learning disabilities may involve some curricular modifications without substantially altering course content or waiving requirements essential to the academic program. Some examples of reasonable accommodation are:

- a) extended time on exams and assignments;
- b) use of auxiliary equipment (tape recorders, lap top computers, calculators);
- c) modified examination formats and/or oral examination.

The deans in Academic Advising assist students with disabilities with their requests for accommodation.

INDIVIDUALIZED STUDY AND SEMINARS

There are opportunities in most departments for students to engage in seminars and individualized tutorials, research or internships. These opportunities are primarily for seniors,

but other students frequently are eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400s under *Courses of Study*.

ACADEMIC INTERNSHIPS

Through the Center for Career Development, students at Gettysburg College have the opportunity to participate in internships during their four years of study. All students who wish to participate in an internship should register with the Center, which is the repository for all internship information on campus. The Center maintains information on thousands of internship sites located in both the United States and abroad. The Center staff will also assist students in looking for an internship site close to a student's home. Internships taken for academic credit are carefully designed to provide a program with a substantial academic component, as well as practical value. These internships are generally advised by a faculty member within a student's major field of study. Academic credit is awarded by the appropriate department once the student completes the requirements of the department. Internships provide students with a valuable opportunity to apply academic theory to the daily task of business, nonprofit, and government settings. This experience also helps students identify career interests and gain valuable work experience. Students are encouraged to begin the process of finding an internship early in their sophomore year.

THE CIVIL WAR INSTITUTE

The Civil War Institute provides opportunities for students to assist programs under the direction of Gabor Boritt, Fluhrer Professor of Civil War Studies. Activities range from an internationally known summer session coinciding with the anniversary of the Battle of Gettysburg, to sponsoring battlefield tours, visiting lecturers (from PBS's Ken Burns and Princeton's James McPherson to Nobel Laureate Robert Fogel), dramatic and musical performances (the opera *The Death of Lincoln*), film (*Gettysburg*, the director's cut before public release), and exhibits ("Free at Last: The Abolition of Slavery in America"). The CWI cosponsors the commemoration of the anniversary of the Gettysburg Address, with speakers such as former Justice Sandra Day

O'Connor and Colin Powell. It oversees the annual \$100,000 Lincoln Prizes (supported by Richard Gilder and Lewis Lehrman and awarded for the best books, web site, CD-ROM, or DVD on the history of the Civil War era) and the \$5,000 Michael Shaara Prize for Civil War fiction (supported by best-selling novelist Jeff Shaara). Oxford University Press publishes the CWI lectures, four of which have been selections of the History Book Club and three of the Book-of-the-Month Club. Students assist in creating these books that are used in Civil War classes at colleges and universities all over the United States. The CWI offers scholarships to high school juniors and high school teachers for its summer program.

THE GETTYSBURG REVIEW

The Gettysburg Review, published by Gettysburg College and edited by English Professor Peter Stitt, is a quarterly journal with a strong national following. Among its advisory and contributing editors are O. Henry Award winner Lee K. Abbott; poets Richard Wilbur, Donald Hall, and Rita Dove; and essayist, poet, and fiction writer Rebecca McClanahan. *The Gettysburg Review* has received many distinguished awards, including regular reprinting of some of its materials in *Harper's* magazine and in the anthologies *Best American Fiction*, *Best American Poetry*, and *Best American Essays*. In 1993, Stitt was selected as the first winner of the prestigious Nora Magid Award from the international organization PEN (Poets, Essayists, and Novelists). Students serve the journal in a number of ways through internships, work-study, and volunteerism.

OFF-CAMPUS STUDY

If you are thinking about making off-campus studies a part of your education, you will be joining more than 300 of your peers who study off campus each year (48% of the class of 2006). Gettysburg College considers off-campus study to be a vital part of its academic programs.

Students study off campus for many different reasons. Whether you want to learn a new language, improve your skills in a language you have been studying, make your resume stand out from the crowd, or to add a special facet to your degree, you will find that off-campus studies gives you these advantages—and many more.

Office of Off-Campus Studies

The Office of Off-Campus Studies, located in the College Union Building, is the main source of information about off-campus program opportunities. The office houses an extensive Resource Library, where students can find informational brochures on various programs. The director of off-campus studies and the rest of the office staff can assist students in making a personalized off-campus study plan.

Students work with their academic advisors to pre-approve the academic program prior to departure from Gettysburg. Financial Aid recipients will also find that the Office of Financial Aid is knowledgeable about off-campus studies and is willing to advise students about financial questions.

Finally, all students participate in a mandatory Pre-Departure Orientation, where they receive literature to help prepare them for their overseas experience.

Off-Campus Programs

Gettysburg College offers Study Abroad Programs all over the world, as well as Domestic Programs within the United States. Some programs are Integrated Programs, where students study with students from the host country. Others are Group Programs, which are specially designed for Gettysburg students. All programs offer students the opportunity to take a variety of courses, which can be used toward the Gettysburg degree. Some programs offer Field Experience or Internships.

Gettysburg College Affiliated Programs: Gettysburg currently sponsors more than 30 Affiliated Programs, chosen by the College to meet the special needs of its students. Many of these programs are sponsored by an academic department, and in some cases, the programs are actually led by a Gettysburg College faculty member. Students participating in Affiliated Programs earn credit toward their major, minor, or curricular requirements. Students are billed Gettysburg's regular comprehensive fee, and families can continue with their regular payment schedule. Gettysburg pays for tuition, room, full board, and in some cases airfare for the off-campus program. In addition, students can continue to use financial aid that they receive to pay for the off-campus program. This means that federal aid, state aid, and Gettysburg institutional grants and loans continue to be given, just as if you were on campus.

Gettysburg College Suggested Programs: There are over 150 Suggested Programs available, chosen to offer Gettysburg students the most diverse program sites possible. These programs differ from Affiliated Programs in that students earn credit only (not grades), and pay all program costs directly to the sponsoring program. Gettysburg students can continue to use federal financial aid to pay for the Suggested Program. Gettysburg institutional grants and loans cannot be used, however. Once the student returns to Gettysburg College, these grants and loans will be reinstated.

Gettysburg College Summer Programs

Gettysburg offers some summer off-campus programs for students who prefer a short-term experience. Details are available from the Off-Campus Studies Office.

Off-Campus Studies Policies

Students can study off campus during their junior year or in the first semester of senior year. There are also some special programs for first-semester sophomores.

Students with special needs are encouraged to discuss their off-campus studies plans with the director of off-campus studies. Many programs can accommodate students with special learning needs or physical needs.

All students must have a minimum 2.0 cumulative grade point average and be in good academic and disciplinary standing in order to apply for off-campus studies. Accepted students must maintain their good standing in order to participate. Permission to study off campus will be rescinded for any student placed on probation for an academic or social reason prior to departing for off-campus studies.

Gettysburg College is pleased to offer the Eisenhower/Hilton Scholarship for Study Abroad in the amount of \$10,000. This scholarship is awarded to one outstanding Gettysburg junior or senior each year.

Gettysburg College Affiliated Programs

Gettysburg in Argentina: This semester or academic year program allows students to enroll directly in Argentine universities in Buenos Aires or Mendoza. Students who have completed Spanish 301 are eligible to apply. All students live in a homestay where they take their meals.

Gettysburg in Australia: This semester or academic year program allows students to enroll directly in one of four Australian universities: James Cook University, the University of Melbourne, the University of Queensland, and the University of Wollongong. Students usually live in shared rooms in residence halls.

Gettysburg in Austria: This semester or academic year program is designed for music majors or minors. Students take classes in music, German language, humanities, and social sciences. All students live in the recently remodeled 450-year-old Marketenderschoss on a hill in the center of the city.

Gettysburg in China: In conjunction with CET Academic Programs Abroad and Capital Normal University in Beijing, this fall or spring semester program offers students in any major the opportunity to take courses focusing on Asia generally and China specifically.

Located in China's capital, the home of standard Mandarin, and situated in the western part of the city, away from foreign influences, this program offers an ideal location from which to study Chinese language, history, politics, and culture. Students live in shared rooms in a residence hall with a Chinese roommate.

Gettysburg in Denmark through Denmark's International Studies Program: This fall or spring semester program in Copenhagen offers students the opportunity to take courses in their major (most majors available), or in a wide variety of elective subjects that focus on Scandinavian and European issues. All courses are taught in English. Students live in a homestay and take their meals with their host family.

Gettysburg in England: London and Lancaster University: This fall semester or academic year interdisciplinary studies program begins with a four-week seminar in London taught by a Gettysburg faculty member. (Students may choose to attend a seminar in Lancaster instead of the London option.) After the seminar, all students enroll at Lancaster University, where they study subjects of their choice for the fall term or academic year. Lancaster University is a top-ranked British University, and many faculty members are recognized internationally in their fields. Students attending the London seminar are housed in shared rooms in a student hotel in central London. At Lancaster, students live in single-study bedrooms in residence halls.

Gettysburg in England: Advanced Studies: This semester program is based in Bath, England, and offers students the opportunity to take courses that use England “as the classroom.”

One-week academic trips to Oxford and Stratford-upon-Avon and shorter visits to important historic sites complement the curriculum. All students live in apartments in Bath with other program participants.

Gettysburg Student Teaching Program in London, England: This fall or spring program is available for students with a minor in Education (elementary or secondary). It includes a half-semester of classes at Gettysburg College and student teaching in a Gettysburg-area school, followed by a half-semester (7 weeks) of student teaching in London, England. A variety of schools are used for placement in London: private schools, public schools, city schools, and suburban schools. Students live in shared apartments in London city center, and prepare their own meals.

Gettysburg in Aix-en-Provence, France: This semester or academic year program at Le Centre d'Aix is designed for students who wish to complete the Gettysburg College requirement in language; it also serves students who wish to pursue a minor in French. The Institute of American Universities (IAU) sponsors the program, which is located in Aix-en-Provence near the Mediterranean coast. All students live in a homestay that is arranged by IAU. In the intermediate program, students fulfill the French 201–202 language requirement. In the advanced program, students take classes towards their French minor.

Gettysburg in Avignon, France: This semester or academic year program at Le Centre d'Avignon is designed to meet the needs of French majors. The Institute of American Universities (IAU) sponsors this program located in Avignon. All students live in a homestay that is arranged by IAU. Students take five courses—one required language course and four elective courses. All courses are conducted in French.

Gettysburg in Cologne, Germany: This fall semester group program in Cologne offers the opportunity for students from any major to improve their German language abilities and to take a variety of humanities and social science courses in English. All students live in a homestay and take meals with their family. Students take five courses in German language,

literature, and culture, as well as electives in English from the areas of political science, history, and art history.

Gettysburg in Heidelberg, Germany: This semester or academic year program, sponsored by Heidelberg College, allows students to enroll directly in Heidelberg University. Students who have completed German 202 are eligible to apply. All students live in a dormitory or apartment with German students.

Gettysburg in Greece: This academic year program through College Year in Athens offers students in any major the opportunity to take courses focusing on Greece and the East Mediterranean world. Students live in shared rooms in apartments in the Kolonaki neighborhood. Students choose either the Ancient Greek Civilization track or the East Mediterranean Area Studies track. Both tracks offer courses in the humanities and social sciences, as well as modern Greek language at all levels.

Gettysburg in Hungary: This fall or spring semester program offers juniors and seniors majoring in Mathematics or Computer Science the opportunity to take courses in their major taught by renowned Hungarian scholars in Budapest. Students live in shared rooms in apartments or in a homestay with a Hungarian family.

Gettysburg in Italy through Syracuse University: This fall semester program is specifically designed to give students studying either Italian language and culture or the visual arts a living classroom—historic, beautiful Florence. Students take Italian language at any level (beginning to advanced) and complementary courses taught in either English or Italian depending on level of fluency. This program has a particular emphasis on the visual arts, but courses are also available in the humanities and social sciences. Students live in a homestay.

Gettysburg in Italy through Duke University: This semester or academic year program at the Intercollegiate Center for Classical Studies (ICCS) in Rome, sponsored by Duke University, is designed for Latin or Greek majors, and other students interested in classical antiquity. Students live in the ICCS Center in shared rooms and take their meals there. Students take courses in Roman archaeology/history, Latin language and literature, art history, Greek language and Italian language.

Gettysburg in Japan: This semester or academic year program at Kansai Gaidai University offers students in all majors the opportunity to take Japanese language and a variety of other courses taught in English. Kansai Gaidai University is located between Osaka and Kyoto. Students can choose to live in a homestay or in a residence hall. All students take Japanese language courses and additional courses in English. Japanese language is taught at all levels, including beginning courses for students with no prior language study.

Gettysburg in Mexico through Augsburg College: Students can choose between Augsburg's fall semester program, Crossing Borders: Gender and Social Change in Mesoamerica, and their spring program, Gender & the Environment: Latin American Perspectives, both based in Cuernavaca, Mexico. Students live in shared rooms in a house where they take their meals. Students also spend three weeks living with a local family in Cuernavaca or in a nearby village. Students in both the fall and spring semester take a set four-course program, which includes intensive Spanish language study.

Gettysburg in Cuernavaca, Mexico (Intermediate Program): This popular fall semester program in Cuernavaca is specifically designed for students who have completed Spanish 101–102 (or 103–104) and enables them to complete intermediate level Spanish (201–202) in one semester. A Gettysburg College professor of Spanish accompanies the group and teaches two of the courses. All students live in a homestay where they take their meals. All students take a set four-course program, which includes two Spanish language classes, literature, and Mexican civilization. Offered during odd-numbered years.

Gettysburg in Guadalajara, Mexico: This semester or academic year program in Guadalajara offers students who have completed Spanish 301 the opportunity to take a variety of humanities and social science courses taught in Spanish at the Foreign Student Study Center of the University of Guadalajara. All students live in a homestay where they take their meals.

Gettysburg in South Africa: This semester or academic year program based in Grahamstown offers students the opportunity to take classes in all academic disciplines while directly enrolled with South African students at Rhodes University. All students live in university residence halls.

Gettysburg in Spain (Advanced Program): This semester or academic year program in Seville offers students who have completed Spanish 301 the chance to take a variety of humanities and social science courses taught in Spanish. The IUS Center, where the program is based, is located in the city center. All students live in a homestay where they take their meals. Courses are available in language, literature, conversation, grammar, history, civilization, economics, politics, and other humanities and social sciences.

Gettysburg in Spain (Intermediate Program): This fall semester program is specifically designed for students who have completed Spanish 101–102 (or 103–104) and enables them to complete intermediate level Spanish (201–202) in one semester. A Gettysburg College professor of Spanish accompanies the group and teaches two of the courses. Also located at the IUS Center in Seville, this program is popular with Gettysburg students. All students live in a homestay where they take their meals. All students take a set four-course program, which includes two Spanish language classes, literature, and Spanish civilization. Offered during even-numbered years.

Gettysburg in Washington, D.C., through Lutheran College Washington Consortium: Students earn a full semester of academic credit by participating in an internship in Washington (four days per week), two academic courses, community service projects, and program excursions. Students live in fully furnished condominiums located across the Potomac River from Washington—a two-minute ride on the metro system into the city center. Internships are available in virtually any field. A variety of interdisciplinary courses are offered.

Gettysburg in Washington, D.C., through American University: Students earn a full semester of academic credit by participating in an internship in Washington (two days per week), a seminar in a specialized field, and one academic course. All students live in a double room on the Tenley campus of American University and take their meals at the Tenley cafeteria.

Gettysburg at the United Nations through Drew University: This program offers students the opportunity to learn about the UN by being there. Students spend Tuesdays and Thursdays in New York attending presentations. In addition, students take two elective courses at

the Drew campus in Madison, New Jersey, and have the option of doing an internship as well. All students live in Drew University residence halls, and take meals on the Drew campus.

Gettysburg at the Marine Biological Laboratory in Woods Hole Massachusetts: This Semester in Environmental Science program at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts emphasizes inquiry-based learning through student participation in laboratory and research projects. Woods Hole is located on Cape Cod, near Falmouth. All students live at the MBL in shared rooms. Students take their meals at the MBL restaurant. All students take a Terrestrial Core Lecture and Lab, an Aquatic Core Lecture and Lab, an elective course, a Science Writers Seminar, and an independent research project.

Gettysburg at Duke Marine Laboratory: This fall or spring semester program allows students to study and conduct research at the Marine Laboratory, which is a campus of Duke University (near Beaufort) that focuses on the marine sciences, coastal environmental management, and marine bio-medicine. Students can also participate in the spring semester program, which spends one half of the semester at the Marine Laboratory and the other half at the Bermuda Biological Station for Research in Ferry Reach, Bermuda. Students live in shared rooms in a residence hall at the Marine Laboratory, and take their meals at the dining hall.

Gettysburg College Suggested Programs

Gettysburg College students have also participated in programs in many other countries, including Botswana, Brazil, Chile, Costa Rica, Czech Republic, Egypt, Ghana, India, Ireland, Kenya, Korea, Morocco, New Zealand, Niger, Switzerland, Tanzania, and Zimbabwe.

Other Off-Campus Opportunities

Consortium Exchange Program: The academic program is enriched by the College's membership in the Central Pennsylvania Consortium (CPC), consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by students and faculty. Students may take a single course or enroll at a Consortium College for a semester, or a full year. A course taken at any Consortium College is considered

as in-residence credit. Interested students should consult the registrar.

Lutheran Theological Seminary Exchange:

Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary, also located in Gettysburg. The Seminary offers course work in biblical studies, historical theological studies, and studies in ministry. Interested students should consult the registrar.

Wilson College Exchange: Gettysburg College offers an exchange opportunity with Wilson College, an area college for women, with course offerings that supplement Gettysburg's offerings in communications, women's studies, dance, and other creative arts. Students may take a single course or enroll as a guest student for a semester or a full year.

SPECIAL INTEREST PROGRAMS

Students may petition the Academic Standing Committee for permission to take courses at another college, university or study site that offers a program in a special interest area not fully developed at Gettysburg College. Examples of special interest areas are urban studies, media and communication, and journalism. Interested students should consult the Office of the Registrar.

DUAL-DEGREE PROGRAMS

For all of our Dual-Degree programs, once Gettysburg students apply for and are accepted to an affiliated university, they become students of that university while retaining an affiliation with Gettysburg College through graduation. Students who qualify for financial aid at Gettysburg College are not guaranteed a similar financial aid package at our affiliated universities. Financial aid at the affiliated university must be applied for directly through that university. All other services will also be provided by that university.

Engineering

This program is offered jointly with Columbia University, Rensselaer Polytechnic Institute (RPI), and Washington University in St. Louis. Students spend either three or four years at Gettysburg College, followed by two years at one of these institutions. Upon successful completion of the program, the student is awarded the bachelor of arts degree from

Gettysburg and the bachelor of science degree in an engineering discipline from one of the three affiliated universities. American students who qualify for financial aid at Gettysburg College will usually be eligible for similar aid at the engineering affiliate universities. International students who qualify for aid at Gettysburg are not guaranteed financial aid, although it is sometimes available.

Candidates for this program have an adviser in the physics department. Normally, a student will be recommended to Columbia, RPI, or Washington University during the fall semester of the junior year. Students must have a minimum of a 3.0 grade point average in order to be recommended, except for students interested in electrical engineering, who are required to have a 3.3 average for recommendation.

The specific courses required for admission by each affiliated institution vary and students should schedule courses in close cooperation with the Engineering Adviser at Gettysburg. All dual-degree engineering students must take Physics 111, 112; Mathematics 111, 112; Chemistry 107, 108; and Computer Science 111. All dual-degree engineering students must complete the Gettysburg College distribution requirements while at Gettysburg.

Nursing

Gettysburg College has an articulation agreement with the Johns Hopkins University School of Nursing for a 3-1 degree program and a 3-2 degree program. In the 3-1 degree program, students complete three years at Gettysburg College and one at Johns Hopkins in the accelerated nursing program. After completing the year at Johns Hopkins, students receive the B.A. or B.S. degree from Gettysburg College and the B.S.N. degree from Johns Hopkins University. In the 3-2 degree program, students complete three years at Gettysburg College and two at Johns Hopkins in the traditional nursing program. After completing the first year at Johns Hopkins, students receive the B.A. or B.S. degree from Gettysburg College; after completing the second year, the B.S.N. degree is awarded from Johns Hopkins University.

Optometry

Pennsylvania College of Optometry (PCO) and the State University of New York (SUNY) College of Optometry offer admission into the

program leading to the Doctor of Optometry to students from Gettysburg at the end of the junior year, provided that all prerequisites are met. At the conclusion of the first year at PCO or SUNY, students receive the baccalaureate degree from Gettysburg College and, after seven years of undergraduate and professional study, the Doctor of Optometry from the Pennsylvania College of Optometry or the State University of New York College of Optometry. Students who qualify for early admission to one of these programs will be recommended by the Health Professions Committee at Gettysburg College and will be required to interview at the Pennsylvania College of Optometry or the State University of New York College of Optometry during the spring term of the junior year.

Forestry, Environmental Studies, and Earth Science

In addition to its own Department of Environmental Studies, the College offers a dual-degree program with Duke University leading to graduate study in natural resources and the environment. Students earn a bachelor's and master's degree in five years, spending three years at Gettysburg College and two years at Duke University's Nicholas School of the Environment and Earth Science. Students must fulfill all distribution requirements by the end of the junior year. Course work at Duke will complete the undergraduate degree requirements for the B.A. at Gettysburg College. Duke will award the professional degree of master of forestry or master of environmental management to qualified candidates at the end of the second year.

During the first semester of the junior year at Gettysburg College, the student must notify the Environmental Studies chairperson and file with the Registrar a petition for off-campus study during the senior year. All applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year. The student should apply to Duke University's Nicholas School of the Environment and Earth Science and upon acceptance send the Environmental Studies department a written request for permission to substitute the Duke courses for the student's remaining requirements.

All students contemplating this cooperative program should take at least one year of courses

in each of the following: biology, mathematics (including calculus), economics, statistics, and computer science. In addition, organic chemistry is a prerequisite for the ecotoxicology program and ecology for the resource ecology program. Please note that this is a competitive program and students are expected to have good quantitative analysis and writing skills.

Students begin the program at Duke in late August and must complete a total of 48 units, including a master's degree project, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year. All credit reductions are determined individually and consider both the student's educational background and objectives.

PREPROFESSIONAL STUDIES

Prelaw Preparation

Students planning a career in law should develop the ability to think logically, analyze critically, and express verbal and written ideas clearly. In addition, the prospective law student needs critical understanding of a wide range of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

Students are encouraged to contact the College Prelaw advisor, Professor Kenneth Mott, and to visit the Center for Career Development, 53 W. Stevens Street. The Center maintains a library of resources, including LSAT and prep course materials, computerized programs, videos, and law school catalogues. Further, the College maintains a prelaw web page with much helpful information and links to additional resources. Students with an interest in the legal profession are encouraged to become members of the student-run Law and Justice Society, which sponsors speakers, panel discussions, and other sources of law-related information. Finally, an inexpensive but highly valuable Prep Course for the LSATs is routinely offered on campus in April and September of each year. Students are strongly encouraged to take advantage of this opportunity in their junior year.

Preparation for Health Professions

The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for students to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as other health professions schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 111 (or 101), 112; Chemistry 107, 108; Chemistry 203, 204; Physics 103, 104 (or 111, 112). Most schools require or strongly recommend courses in mathematics (calculus, statistics, and/or computer science) and English (composition and literature), but few specify course sequences. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or veterinary school, it is essential to have completed or be enrolled in these courses by the spring of the year when the tests are taken. While most students who seek recommendation for admission to health professions schools major in biology, chemistry, biochemistry and molecular biology, or health sciences, the requirements can be met by majors in most other subjects with careful planning of a student's program. Students are encouraged to choose solid electives in the humanities and social sciences and to plan their programs in consultation with their major advisers and the health professions adviser.

Recommendations for admission to medical and dental school are made by the Health Professions Committee. This committee is composed of six faculty members and one administrator from the Center for Career Development with the health professions adviser acting as chairperson. For students planning to enter medical or dental school immediately after graduation from college, the recommendation from the Health Professions Committee is prepared during the spring of the junior year. Students seeking admission to medical or dental school must also take the MCAT (Medical College Admission Test) or DAT (Dental Admission Test). Admission to

medical school and dental school is very competitive and is based on several criteria: cumulative and science grade point averages, scores on standardized tests, demonstrated leadership skills, evidence of a willingness to help others, work or volunteer experience in a medical setting, the letter of recommendation from the Health Professions Committee, and an interview at the medical or dental school. To help students gain experience, the Center for Career Development can assist students with shadowing or internship opportunities in the local community and across the United States.

If a student chooses not to attend medical or dental school immediately after college or is not accepted on first try, it is not uncommon to apply successfully a few years after graduation. These intervening years must, however, be spent in meaningful activity—work in a hospital, additional course work, or the Peace Corps, for example—in order to retain or improve one's competitive standing.

Drexel University's Graduate School of **Physical Therapy** offers early acceptance to students from Gettysburg College who meet the criteria for admission into the doctoral degree program. Students may major in any department, although a major in biology or health sciences is most common. Regardless of major, students must complete all prerequisite courses by the time of graduation. Also required are a minimum cumulative grade point average, a minimum score on the Graduate Record Exam, significant work or volunteer experience in physical therapy, letters of recommendation, and a successful interview at Drexel University.

Gettysburg College also has Cooperative Programs in **Nursing** with the Johns Hopkins University and in **Optometry** with Pennsylvania College of Optometry and the State University of New York College of Optometry.

The health professions adviser holds periodic meetings to explain requirements for admission to health professions schools, to bring representatives of these schools to campus to talk to students, and to explore issues of interest to the health professions. In the office of the health professions adviser is a collection of materials about the health professions. It includes information about admissions requirements, guidebooks on preparing for national admissions examinations, and

reference materials on fields such as medicine, dentistry, veterinary medicine, optometry, pharmacy, podiatric medicine, physical therapy, physician assistant, athletic training, audiology, chiropractic, nursing, orthotics and prosthetics, occupational therapy, and public health. Students are also encouraged to contact the Center for Career Development for additional assistance.

Teacher Education Programs

Gettysburg College has education programs in secondary school subjects, elementary education, and music education. All are competency based and have received accreditation from the Pennsylvania Department of Education. (*See Education under the Courses of Study listings.*) The education department also maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers.

Employment prospects in teaching continue to be good, and the projected annual demand for hiring of all teachers is expected to rise. According to research reported by the American Association for Employment in Education, for the 8th consecutive year no teaching fields were reported in the category of considerable surplus. All special education fields, as well as math, science, bilingual education, and ESL, continue to report shortages of educators. Of the reporting Class of 2005 certified Gettysburg College graduates who sought teaching positions, 100% were teaching or in education-related occupations during the following academic year; 9% of the graduates were employed in education positions in Pennsylvania and 91% were employed outside of the commonwealth. The reported average salary for those certified through the program at Gettysburg College was \$42,763.

Praxis scores for Gettysburg College's teacher education program completers for the 2004–2005 academic year were as follows:

Basic skills: 100% pass rate.

Principles of Learning and Teaching: 100% pass rate.

Subject Matter Specialty Areas: 100% pass rate.

Gettysburg College was ranked in the first quartile of all teacher preparation programs in Pennsylvania.

REGISTRATION

Students must be registered officially for a course in order to earn academic credit. The registrar announces the time and place of formal registration. By formally registering for courses, the student pledges to abide by College regulations. ♦ Students may also enroll in a course for credit during the first twelve days after the beginning of the semester. Students may not enroll in a course after the twelve-day enrollment period.

Many departments establish limits to class enrollments in particular courses to insure the greatest opportunity for students to interact with their instructors and other students. As a result, students cannot be assured of enrollment in all of their first choice courses within a given semester.

The College may withdraw a student from classes and withhold transcripts and diplomas for failure to pay college charges. The College may deny future enrollments for a student with a delinquent account.

THE GRADING SYSTEM

Courses are normally graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grades with plus and minus signs.

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale.

A+	4.33	C	2
A	4	C-	1.67
A-	3.67	D+	1.33
B+	3.33	D	1
B	3	D-	0.67
B-	2.67	F	0
C+	2.33		

A student's accumulative average is computed by summing his or her quality points and dividing by the number of course units taken. The average is rounded to the second decimal place.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.

The College offers a satisfactory/unsatisfactory grading option. This option is intended to encourage students to be adventurous intellectually in courses with subject matter or approaches substantially different from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C- level or higher; a U signifies unsatisfactory work, and is given for work below the C- level. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count toward the total number of courses needed for graduation. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. This grading option may not be selected for requirements for graduation, or for courses taken in a student's major field. Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available under the S/U grading system only, and in cases where the student declares the major after taking the course. A student must choose the S/U grading option during the first twelve class days of the semester.

Students who enroll in Education 476: Student Teaching may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are canceled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of Inc (Incomplete) is issued through the Academic Advising Office when emergency situations, such as illness, prevent a student

from completing the course requirements on time. The missing work must be completed by the end of the add/drop deadline of the semester following the one in which the incomplete was incurred.

A student who *withdraws* officially from a course after the twelve-day add/drop period, but within the first eleven weeks of the term, receives a W (withdrew) grade. If a student withdraws from a course during the last five weeks of the semester, he or she will receive an F (failure) in the course. A student who withdraws officially for medical reasons receives a W regardless of the time of withdrawal. The W grade is not used in computing averages.

The symbol N/F is used in cases where a student registers for a course but does not attend or participate in the course and then fails to withdraw properly. It is assigned 0 quality points and is used in the GPA.

ACADEMIC LEVEL

A student's academic level or class year is determined on the basis of the number of course units completed for the degree according to the following listing:

<u>Class Year</u>	<u>Units</u>
First Year	6 or fewer
Sophomore	7-14
Junior	15-22
Senior	23 or more

TRANSFER CREDIT

Beginning with the fall 2004 semester, to insure that a full load under another credit system equates to a full load at Gettysburg College, the following conversion scheme applies to students presenting more than three transfer course credits for evaluation:

Sem.	Hrs.	G'burg Units	Qtr. Hrs.	G'burg Units
4		1.00	6	1.00
3		.80	5	.80
2		.50	4	.65
			3	.50

After enrolling at Gettysburg College, students may use a maximum of three course credits toward the degree for work taken at other colleges if such courses have first been approved

by the registrar. Course credit, but not the grade, transfers to Gettysburg College if the grade earned is a C- or better. This transfer option is not available to those who receive three or more transfer course credits at the time of admission or readmission to the College.

This course credit limitation does not apply to Central Pennsylvania Consortium courses or off-campus study programs approved by the Academic Standing Committee.

EXEMPTION FROM DEGREE REQUIREMENTS

The College may recognize work on the college-level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for exemption to the registrar. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination results of the College Board, or examinations administered by the department concerned. Decisions on exemption and credit rest with the department and the registrar.

Students may satisfy the second language requirement in a language not regularly offered at Gettysburg College by demonstrating achievement at the intermediate-level through transfer credit, by examination, through independent study with a Gettysburg College faculty member, or through an approved exchange program with the Central Pennsylvania Consortium. International students who have learned English as a second language may satisfy the requirement with their primary language.

ACADEMIC STANDING

Students generally maintain an academic record that will enable them to complete the requirements for graduation in the normal eight semesters. To accomplish that goal, a student needs to achieve at least a 2.00 accumulative average, a 2.00 average for the semester, and a 2.00 average in the major field of study by the end of the junior year and during the senior year and to make appropriate progress in acquiring the credits and completing the various requirements for graduation. Students who do not meet these

normal standards will be given a warning, placed on academic probation, placed on suspension alert, or, if not making satisfactory progress toward graduation, suspended or dismissed permanently from the College.

The student who falls below the following minimum standard is subject to suspension or permanent dismissal: for the first year—1.50 GPA and six course units completed; for the second year—1.80 GPA and thirteen course units completed; for the third year—1.90 GPA and twenty course units completed; for the fourth year—2.00 GPA and twenty-six course units completed; and for the fifth year—2.00 GPA and thirty-two to thirty-three course units completed. First-year students may be suspended after one semester if their GPA is 1.00 or below.

A student on one of the forms of academic warning listed above is permitted to remain at the College as long as the student is making satisfactory progress toward graduation by removing the academic deficiency during the following semesters. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

While students on warning, academic probation, or suspension alert are permitted to participate in extracurricular activities at the College, they are reminded that their first priority is the academic program and that they must therefore give careful consideration to time commitments and responsibilities associated with extracurricular activities.

These students are urged to consult with their faculty advisors and the deans of Academic Advising about curricular and extracurricular choices.

RESIDENCE REQUIREMENTS AND SCHEDULE LIMITATIONS

The normal program consists of eight courses per year, with four courses in each semester. (Thus, a student will complete graduation requirements in four years of full-time academic work in the September-through-May academic year.) A minimum of sixteen course units must be taken at Gettysburg College or in an

approved College program. The last full year of academic work must be completed as a full-time student. Unless given approval, students may not complete requirements as part-time students during their last semester of residence.

Students proposing to complete graduation requirements in less than four full years must have their programs approved by the Academic Standing Committee through the Office of the Registrar. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student for academic purposes is one carrying a minimum of three courses during a semester. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee.

After the first semester, students may enroll in five courses in any two semesters without petitioning for the right to do so; after two such five course unit enrollments, students will have to petition to overload. For the purposes of determining a full load of four courses, summer internship credit recorded in a subsequent semester will not count. The four course load will apply to study abroad programs. In all cases, students will be allowed to pre-register for only four one-unit courses, and those eligible for an overload may add a fifth course unit during the start-of-term registration period.

Majors and minors in music must take quarter courses, in addition to the normal course load. Other students may take quarter courses in applied music, with the approval of the music department at an additional charge.

A student may audit informally any College course with the permission of the instructor. No charge will be made for such an audit and no record of auditing will appear on the student's transcript.

The College offers a limited opportunity for students to register for and complete a course of study during the summer. Primarily these are off-campus individualized study or internship courses and are arranged through academic departments.

TRANSCRIPTS

The College supports students in their candidacy for graduate or professional school admission or in their search for appropriate employment by providing a responsive transcript service. Requests for transcripts must include the student's written signature and should be directed to the Office of the Registrar. This office prepares transcripts twice a week. There is no charge for this service unless special handling is required. The College reserves the right to deny a student's request for a transcript when there is a debt or obligation owed to the College or when there is an unresolved disciplinary or honor code action pending against the student.

WITHDRAWAL, LEAVE OF ABSENCE, AND READMISSION

Students may withdraw from the College for medical or personal reasons if they anticipate an absence of more than one semester. Students who withdraw voluntarily should arrange for an exit interview at the Office of Academic Advising prior to leaving the College.

Students who wish to take a semester off for medical or personal reasons may request a one-semester leave of absence. Proposals for study at another institution while on a leave of absence for personal reasons must be approved by the Academic Standing Committee. Students should contact the Office of Academic Advising for information and application forms.

A student whose physical or mental health is too impaired to complete all courses during a semester may seek a medical withdrawal from some courses and finish the semester with less than a regular full load, may take a full withdrawal from the College, or may be granted a leave of absence. The dean of Academic Advising oversees these requests, and students should confer with a dean in the Office of Academic Advising in developing them. Students whose requests for medical withdrawal or leave are approved will be granted grades of "W" for courses from which they are withdrawing.

All requests for medical withdrawal or leave require the recommendation of the College's health or counseling care providers. Normally students must sign a Release Form within two weeks of leaving campus allowing College health care providers to communicate with the student's home health care provider.

In granting a medical leave of absence, the College normally expects that the student will be away from campus at least two months. When a student is granted a medical leave of absence after November 1, it is expected the leave will extend through the following semester. Students who wish to return early from a leave of absence can petition the Dean of Students' Medical Advisory Committee.

Before a student who has been granted a partial or full medical withdrawal or leave returns to full-time study, the College's health care providers must be satisfied that the student is ready to resume a full academic program by the designated time for return. As part of this evaluation, the student's attending physician, psychiatrist, or therapist must provide a written report, including recommendations for any follow-up care or restrictions on the student's academic or physical activity, to the College's health care providers. A personal interview with a member of the College's health care providers may also be required.

Students who have been granted a leave of absence should notify the Office of Academic Advising of their desire to return by November 1 for the spring semester and by June 1 for the fall semester.

Conditions for applying for readmission after withdrawal are set out in the letter sent to students establishing their withdrawal. Statements of these conditions, as well as forms for those seeking readmission, are available from the Office of Academic Advising. Normally, applications and all supporting materials should be submitted to the Office of Academic Advising by November 1 for the spring semester and by June 1 for the fall semester.

Required Withdrawal for Academic or Disciplinary Reasons

Students who are suspended for academic reasons normally are not eligible to return until one academic year has elapsed. Students who are suspended for disciplinary reasons are eligible to apply for readmission at the end of the time period specified in the suspension. The conditions for applying for readmission after suspension are set out in the letter sent to the student establishing the required suspension. Statements of these conditions, as well as forms for those seeking readmission, are available from the Office of Academic Advising. Applications should ordinarily be submitted by April 15 for the fall semester or by November 1 for the spring semester. Students who have been suspended from the College for academic reasons for a second time are not eligible for readmission.

Financial Aid Upon Readmission

Students who have withdrawn, have been suspended, or have taken a leave of absence and who desire financial aid upon their return must complete all financial aid applications by the normal financial aid deadlines. For questions about medical refunds when students take a leave of absence for withdrawal during the semester, call 717-337-6220.

Academic Status Upon Return or Readmission

Students who withdraw or take a leave of absence will return to the College with the same academic standing status as when they left—except that those who have been suspended for academic reasons will return on academic probation.

GRADUATION HONORS AND COMMENCEMENT

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years of residence at Gettysburg College; grade point average computations are based on four years' performance.

- Valedictorian — to the senior with the highest accumulative average.
- Salutatorian — to the senior with the second highest accumulative average.
- Summa Cum Laude — to those seniors who have an accumulative average of 3.75 or higher.
- Magna Cum Laude — to those seniors who have an accumulative average of 3.50 through 3.74.
- Cum Laude — to those seniors who have an accumulative average of 3.30 through 3.49.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades. To arrive at a decision, the Committee will factor in all grades earned at other institutions and during off-campus study programs.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students, as computation for this award is not necessarily based on four years in residence at Gettysburg College.

Participation in the May Commencement exercises shall be limited to those students who have completed all graduation requirements by that Commencement ceremony.

DEANS LISTS

The names of those students who attain an average of 3.60 or higher for the semester are placed on the Deans Honor List in recognition of their academic achievements. Also, those students who attain an average from 3.30 to 3.59 are placed on the Deans Commendation List. To be eligible for these honors, students must take a full course load of at least four courses,

with no more than one course taken under the S/U grading option during that semester (except for students participating in the Lutheran College Washington Semester program, who may take two units S/U). First-year students who attain an average of 3.00 to 3.29 are placed on a First-Year Recognition List for commendable academic performance in their first or second semester.

PHI BETA KAPPA

Phi Beta Kappa, founded in 1776, is the oldest Greek-letter society in America and exists to promote liberal learning, to recognize academic excellence, and to support and encourage scholars in their work. The Gettysburg College chapter was chartered in 1923 and is today one of 270 Phi Beta Kappa chapters in American colleges and universities, twenty of which are in Pennsylvania. The Gettysburg College chapter elects to membership about ten to fifteen percent of the senior class who have distinguished academic records and exhibit high moral character and intellectual curiosity. Election to Phi Beta Kappa is perhaps the most widely recognized academic distinction in American higher education.

OTHER ACADEMIC HONORARY SOCIETIES

The College promotes excellence in the academic program by supporting the following honorary societies for students with outstanding academic records in a particular major or area of study.

Alpha Kappa Delta: International sociology honor society, open to junior and senior students who have taken at least four courses in sociology, have a GPA of 3.2 or better in sociology and a 3.0 overall GPA, and are in the top 35 percent of their graduating class.

Delta Phi Alpha: National honorary society that recognizes excellence in the study of German, provides incentives to higher scholarship, and promotes the study of the German language, literature, and civilization.

Eta Sigma Phi: Classics honorary society for students who have taken at least two courses in the Classics Department with a B or better average and who are enrolled in an additional classics course.

Lambda Alpha: Honorary society for anthropology majors and minors. Student must have completed at least four anthropology courses, have at least a 3.2 average in anthropology, have at least a 3.0 average overall, and be in the top 35 percent of his or her graduating class.

Omicron Delta Epsilon: Honorary society for majors in economics with proven intellectual curiosity and integrity, enthusiasm for the discipline, and completion of a minimum of at least two introductory courses (Economics 101 and a course from 201–240) and the two intermediate theory courses (Economics 243 and 245) in economics with an average of at least 3.0 in the major and overall.

Phi Alpha Theta: Honorary society that recognizes academic achievement in history and that actively carries on dialogue about history-related issues outside the classroom.

Phi Sigma Iota: Romance languages honorary society for junior and senior majors in French and/or Spanish with at least a B average in the major and overall.

Pi Lambda Sigma: National honorary society for majors in management, economics, and political science with at least five courses in their major with a GPA of 3.1 or better.

Pi Sigma Alpha: Nu Psi chapter of the national political science honor society for junior and senior majors in political science. To qualify for membership, a student must meet the following criteria: a 3.0 grade point average overall, a 3.2 grade point average in the major, completion of four courses in the major, and rank in the top third of his or her class. Student officers administer the organization and plan programs as well as social events.

Psi Chi: Honorary society in psychology that serves to advance the science of psychology; for students who have completed a minimum of three courses and are enrolled in their fourth and who have achieved an average of at least 3.0 in the major and overall.

Sigma Alpha Iota: International society for women in music, advocating and encouraging excellence in scholarship, advancement of the ideals and aims of the Alma Mater, and adherence to the highest standards of citizenship and democracy.

Sigma Pi Sigma: National honorary society that recognizes outstanding scholarship in physics, encourages interest in physics among students at all levels, and promotes an attitude of service of its members toward their fellow students, colleagues, and the public.

Each year the registrar's office issues a listing of courses to be taught during the fall and spring semesters and the times they will be taught. Students should consult this announcement of courses to obtain the most current information about course offerings, as the College does not offer every course listed in the following pages each year.

Courses numbered 100–199 are usually at a beginning level. Intermediate courses are numbered 200–299. Courses numbered 300–399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized studies.

Courses with two numbers, e.g., VAH 111,112, span two semesters. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the semesters of the course may be taken independently of the other.

FIRST-YEAR SEMINARS

First-Year Seminars are an array of specially designed courses offered only to first-year students. Participation in these seminars is not required, nor is enrollment in them guaranteed. All seminars have small enrollment, focus on a special topic, emphasize active and collaborative learning, and are complemented by an array of out-of-classroom experiences. They may permit students to satisfy a curricular objective; serve as an alternative introduction to the methods and problems of a discipline and count toward a major; or be interdisciplinary in scope. While the focus of each seminar is different, all seminars provide opportunities for students to advance their learning skills, such as writing, reading, speaking, information literacy, quantitative reasoning, research methods, or use of technology.

Instructors from a wide variety of disciplines teach First-Year Seminars in sections of no more than 16 students each. First-Year Seminars are offered in the fall semester. Whenever possible, students in a First-Year Seminar are housed together in the same residence hall to facilitate group work and out-of-classroom learning. The list of First-Year Seminars is published every year, in the late spring.

AFRICANA STUDIES

Associate Professors Chiteji, Mwangi (Coordinator), and Hancock

*Assistant Professors Abdur-Rahman and Bloomquist
Affiliated Faculty Assistant Professor Raymond-Jurney*

Overview

Africana studies is the systematic study of African life—both diasporan and continental. As a structured discipline, Africana studies focuses on the myriad expressions of African cultures, incorporating several fundamental paradigms and methodological approaches that inform its inquiry into the history and contemporary dimensions of African traditions.

The objective of the Africana Studies Program is to contribute to the intellectual depth and breadth of a well-rounded liberal arts education. It endeavors to provide a solid grounding in alternative philosophical traditions—an essential orientation in an increasingly globalized world. The Africana Studies Program seeks to familiarize students with alternative epistemological approaches, theories, and paradigms that better conceptualize, explain, and incorporate the contemporary interests and concerns of the majority of the world's peoples and their societies. Africana studies provides a more profound understanding of the social realities, experiences, and continuing contributions to human civilization of the peoples of African descent and heritage.

The Africana Studies Program emphasizes the social sciences and humanities, and may include a range of courses, as well as opportunities for independent and off-campus study in Africa.

Requirements and Recommendations

Major Requirements: Students need nine courses to complete the Africana studies major:

AFS 130 Introduction to African American Studies

AFS 230 Introduction to African Studies

AFS 236 Mapping Caribbean Identities

WS/LAS 231 Gender and Change in Africa and Latin America (or other approved gender-specific course)

AFS 331 Africana Intellectual History (capstone course)

AFS 450, 460, or 470 Experiential Component (individualized study, internship, or study abroad)

Three electives (selected from other AFS courses, cross-listed courses, and up to one affiliated course)

Minor Requirements: Students wishing to minor in the program are required to complete six courses: AFS 130, AFS 331, an AFS Individualized Study course, and three other core-affiliated courses. Students wishing to minor in Africana studies should consult with the coordinator.

Curricular Goals

The following courses help fulfill various curricular goals:

- Integrative Thinking/Course Cluster: Africana Studies 130, 230, 236, 247, 267, 280, 281, and 331
- Local and Global Citizenship/Cultural Diversity (Domestic/Conceptual): Africana Studies 267
- Local and Global Citizenship/Cultural Diversity (Non-Western): Africana Studies 130, 230, 233, 236, 272, 280, 281, and 331

Please check the Registrar's web page for the most up-to-date listing.

CORE COURSES

130 Introduction to African American Studies

Introduction to African American experiences with an interdisciplinary approach and attention to the broad context of the African Diaspora and the influence of African world views and cultures. Students consider the range of responses by African Americans at the intellectual, cultural, political, and social levels.

230 Introduction to African Studies Introduction to the study of the history and culture of various regions and groups in Africa. Course focuses on history and culture and how these have been portrayed from different intellectual perspectives. Topics include African philosophical beliefs; an examination of the slave trade, the participants, and its impact; political traditions and systems in Africa; and economic systems and the impact of, and resistance to, imperialism.

233 Southern African: History, Conflict, and Change

Introduction to a dynamic, yet conflict-ridden part of the African continent. Course focuses on characteristics of the precolonial societies and the nature of their early contact with the European settlers in the seventeenth century, the triumph of the white immigrants

over indigenous Africans, the emergence of South Africa as a regional economic power, and the social contradictions that have come to characterize what is now called the Republic of South Africa. A subject of special attention will be the internal and external opposition to racial oppression.

236 Mapping Caribbean Identities A study of the evolution of the Caribbean peoples from colonial to post-colonial times through careful reading of literature. Readings include novels from the English, Spanish, and French Caribbean in addition to a small and accessible body of post-colonial theory to supplement the works of fiction. Focus is on the different political, economic, and cultural realities imposed on the various islands and their populations by the respective colonizing powers.

247 History of African American Music Survey of the history of African American music in the United States, beginning with a perusal of music in Africa and the Caribbean and tracing its development from spirituals to hip-hop. Disciplinary perspectives range from ethnomusicology (the study of music in its cultural context) to anthropology, religious studies, critical race theory, and gender studies. No previous academic experience with music is required. Cross-listed as Music 247.

250–260 Topics in African American Studies

Rigorous, detailed examination of the philosophical and intellectual traditions that shape a common social heritage shared by Africans and African Americans. Inquiry assumes a cultural perspective toward human organization to understand the social dimensions of the historical and contemporary ordering and governance of African life by systems of religious, economic, and educational thought.

267 Race, Gender, and the Law Study of the manner in which African Americans, other people of color, and women in the United States have historically worked, individually and through various representative organizations, to gain rights and protections under the law. U.S. Supreme Court decisions in the areas of constitutional law, civil rights law, and criminal law are examined as well as feminist legal theory and critical race theory. Despite substantial gains since the civil rights movement, the law is not a static entity; the freedoms that Americans currently enjoy are continually threatened by new law arising from judicial decision or statute.

272 Making of the African Diaspora in the Americas Study of the making of the African Diaspora during the centuries of the slave trade and slavery and the experiences of men and women in the African Diaspora.

280 African American English: Language in Black and White Linguistic investigation of the differences between African American English and Ebonics, with specific focus on speech events, components of grammar, history, and educational issues. Topics include detailed analyses of the language in films and literature; the Ebonics controversy in Oakland and the historical debates over the status of African American English in the educational system; and the use of African American English in advertising, the media, music, comedy, and poetry slams.

281 Survey of African Languages Introduction to African languages, including an overview of what languages are spoken in Africa, what they are like typologically, and how they are similar and different. Grammatical, morphological, semantic, and phonological systems of a variety of languages are explored as well as the historical foundations of language and language use in Africa. The social functions of language and language policy in Africa are covered as well.

290 Language, Race, and Education Exploration of the educational consequences of linguistic and cultural diversity and a broad overview of sociolinguistic topics, with the goal of introducing current issues in the field. Topics include language contact and language prestige, multilingualism and bidialectalism, communicative competence, language and social identity, code switching and diglossia, and language socialization and language ideology and their consequences for educational policy and practice.

318 Africana Music: Jùjú to Hip-Hop

Interdisciplinary exploration of issues surrounding Africana musics ranging from African music (such as jùjú) to Afro-Caribbean styles (such as salsa) and African American forms (such as jazz and hip-hop). Discussion-oriented study draws on perspectives from Africana studies, ethnomusicology (the study of music in its cultural context), anthropology, religious studies, history, philosophy, critical race theory, gender studies, and literary criticism. Cross-listed as Music 318.

331 Africana Intellectual History Exploration of the evolution, links, and applications of black thought in the Atlantic world. Efforts toward political, economic, and social change in the African diaspora are examined through the lenses of various ideologies and historical contexts, such as black emancipation and nationalist movements, black and African feminism, and global expansion of hip hop culture. Study includes extensive analysis and discussion of oral traditions and primary writings, stretching from Sundiata to C. L. R. James, Sojourner Truth to Franz Fanon, and Frederick Douglass to Angela Davis. *Prerequisite:* AFS 130 or permission of the instructor.

401 Africana Studies Seminar Topics vary each year.

Independent Study Individual tutorial, research project, or internship. Requires permission of an instructor who will supervise the project. Instructor can supply a copy of a statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Cross-Listed Courses

(See appropriate departmental listings for descriptions of the following courses.)

Eng 235 Survey of African American Literature

Eng 236 Major African American Authors of the Twentieth Century

Eng 353 Discourses of Resistance

Hist 238 African American History: A Survey

Hist 270 Islam in Africa

Hist 271 African History and Society to the 1800s

Hist 272 African History and Society from the 1800s

Hist 346 Slavery, Rebellion, and Emancipation in the Atlantic World

Hist 424 Race on Trial

LAS/WS 231 Gender and Change in Africa and Afro/Latin America

Affiliated Courses

Econ 250 Economic Development

Econ 253 Introduction to Political Economy and the African Diaspora

Hist 106 The Atlantic World

Hist 232 Urbanism in American History

Mus 102 World Music Survey

Mus 110 Survey of Jazz

Pol Sci 363 Politics of the Development Areas

ASIAN STUDIES

*Associate Professors Gaenslen (Co-Chairperson)
and Hogan (Co-Chairperson)
Assistant Professors Li, Morris, and Yip
Adjunct Instructors Levine and Sengiku*

Overview

Asia, home to a majority of the world's population and birthplace of some of the world's oldest cultures, provides a geographical focal point for a wide variety of courses offered at Gettysburg College. These courses are taught both by members of the Asian Studies Department and by faculty in other academic departments. A full four years of Japanese language courses are offered, and there are opportunities to study at more advanced levels on an individual or small group basis. At present, two years of Chinese language courses are offered. In addition to language study, students may pursue one of three programs: the major in Japanese studies, the minor in Japanese studies, or the minor in East Asian studies. Finally, for students interested in other parts of Asia, a number of relevant courses are regularly available.

JAPANESE STUDIES

Students pursuing a program in Japanese studies are strongly urged to study abroad for a semester or year at a Japanese university. The College is affiliated with Kansai Gaidai University, located in Hirakata City, between the business and industrial center of Osaka and the ancient capital of Kyoto. Kansai Gaidai not only offers instruction in Japanese language and a full range of courses on Japanese topics in English, but also offers many opportunities outside the classroom: living with a Japanese host family, field trips to cultural and historical sites, study of traditional arts, and visits to Japanese businesses. Students may also choose to attend other universities in Japan. Credit for courses taken at Kansai Gaidai may be transferred and counted toward the electives for the major and minor with departmental approval.

Requirements and Recommendations for the Major

The major consists of twelve courses: four required and eight electives for the classes of 2006 and 2007; five required and seven electives for the class of 2008 and beyond. Ten courses

must be above the 100 level; three courses must be at the 300 level. (Japanese 101, 102, and 201 do not count toward the major.) The following courses are required and must be taken at Gettysburg:

AS 150 Japanese Culture and Society (in first or second year)

Hist 224 Modern Japan or **Hist 323** Gender in Modern Japan

Any Japanese literature course

AS 265 Methods for Japanese Studies (required starting with the class of 2008)

400-level capstone seminar or course (limited to seniors and second-semester juniors)

In addition, Japanese language proficiency up through the 301 level must be attained. Language credits may be attained at Gettysburg College or through study abroad or a summer program; 301 proficiency is determined by the department.

Electives: Five of the seven or eight electives are to be chosen from three categories. At least one course must be chosen from each category below and at least one of these courses must be comparative within East Asia. (East Asian courses are marked with an asterisk).

I. Literature and Culture

AS 238 Pre-Modern Japanese Literature

AS 247/347 Extraordinary Fiction in Japan

AS 248/348 Traditional Japanese Theatre

AS 250/350 Japanese Women's Literature

AS 340/401 Notions of Modernity in

Modern Japanese Literature

AS 341/402 The Pure and Popular: Genre in

Modern Japanese Literature

Film 261 Japanese Cinema

Phil 240 World Philosophy*

Rel 244 Introduction to Buddhism*

Rel 249 Religions of Japan

Rel 252 Women in Buddhism*

VAH 131 Introduction to Asian Art*

II. Language

Japanese 302 Advanced Japanese II

Japanese 303 Advanced Readings, Composition, and Conversation in Japanese I

Japanese 304 Advanced Readings, Composition, and Conversation in Japanese II

III. History and Society

Hist 221 History of East Asia to 1800*

Hist 222 History of East Asia from 1800 to the Present*

Hist 226 History and Science: Atomic Bombings of Japan

Hist 323 Gender in Modern Japan

Hist 422 The Pacific War

Pol Sci 271 Government and Politics in Japan

Requirements and Recommendations for the Minor

The minor requires six courses. Five courses must be above the 100 level; one course must be at the 300 level. (JPN 101 and 102 do not count toward the minor.)

Two of the following three core courses are required:

AS 150 Japanese Culture and Society

Hist 224 Modern Japan or **Hist 323** Gender in Modern Japan

Any Japanese literature course

In addition, Japanese language proficiency up to the 202 level is required. Proficiency is determined by the department.

Electives: Three electives must be chosen from the two categories below. Students must take one course from each category.

I. Literature and Culture

AS 238 Pre-Modern Japanese Literature

AS 247/347 Extraordinary Fiction in Japan

AS 248/348 Traditional Japanese Theatre

AS 250/350 Japanese Women's Literature

AS 340/401 Notions of Modernity in

Modern Japanese Literature

AS 341/402 The Pure and Popular: Genre in

Modern Japanese Literature

Film 261 Japanese Cinema

Phil 240 World Philosophy

Rel 244 Introduction to Buddhism

Rel 249 Religions of Japan

Rel 252 Women in Buddhism

VAH 131 Introduction to Asian Art

II. History and Society

Hist 221 History of East Asia to 1800

Hist 222 History of East Asia from 1800 to the Present

Hist 226 History and Science: Atomic Bombings of Japan

Hist 323 Gender in Modern Japan

Hist 422 The Pacific War

Pol Sci 270 Government and Politics in Japan

EAST ASIAN STUDIES

Gettysburg College students have the opportunity to pursue a minor in East Asian studies, which is designed to provide a coherent understanding and basic competence in the major Asian civilizations of China and Japan. Students are encouraged to study in Japan at Kansai Gaidai University or at the College's affiliated program in China. The China program, located in Beijing, is jointly administered by CET Academic Programs and Capital Normal University. In addition to language study through the advanced level, the program offers a wide range of courses appropriate to the China specialization within the East Asian studies minor.

Requirements and Recommendations for the Minor

The minor requires six courses. Students take one core course (History 221 History of East Asia to 1800 or History 222 History of East Asia 1800 to the Present), plus three courses in one's country of specialization (either China or Japan). These courses must come from three different disciplines, with at least one course from the humanities and one from the social sciences.

Courses suitable for the China specialization include the following:

AS 220 Chinese Culture Through Film

AS 221 Introduction to Twentieth-Century

Chinese Literary Discourse

Hist 223 Modern China

Pol Sci 270 Government and Politics in China

Rel 248 Religions of China

Rel 251 Looking for the Tao

Rel 254 Confucianism

Rel 352 The Tao of Traditional Chinese Medicine

Soc 243 The Chinese Connection: Chinese Demographics from a Global Perspective

VAH 234 Arts of China

VAH 235 Chinese Painting and Calligraphy

Courses suitable for the Japan specialization include the following:

AS 150 Japanese Culture and Society

AS 238 Pre-Modern Japanese Literature

AS 247/347 Extraordinary Fiction in Japan
AS 250/350 Japanese Women's Literature
AS 340/401 Notions of Modernity in Modern Japanese Literature
Film 261 Japanese Cinema
Hist 224 Modern Japan
Hist 226 History and Science: Atomic Bombings of Japan
Hist 323 Gender in Modern Japan
Hist 422 The Pacific War
Rel 249 Religions of Japan

Study abroad programs in China and Japan can also be expected to offer courses suitable for fulfilling the specialization requirement.

Students specializing in China must take Beginning Chinese 101 and 102 (or their equivalent). Students specializing in Japan must take Beginning Japanese 101 and 102 (or their equivalent).

In addition to the above requirements, students must complete one course that offers a comparative perspective within East Asia. This may be either a course, beyond the core, that is explicitly comparative or a course on the East Asian country not in one's area of specialization.

A final requirement is one elective, which is any course with a substantial East Asian focus. This may include additional language study (such as JPN 201 or CHN 201), Women in Buddhism (Rel 252), World Philosophy (Phil 240), and Introduction to Asian Art (VAH 131), among others.

OTHER PARTS OF ASIA

Although Gettysburg College does not at present offer a major or minor focusing on South and Southeast Asia, recent course offerings include the following:

Anth 240 People and Cultures of Southeast Asia and the Pacific
AS 271 South Asia: Contemporary Issues in Historical Perspective
AS 272 Survey of South Asian Literature
FYS 194 Truth Tales of South Asian Women
Eng 355 Contemporary Indian Literature in English
Hist 104 History of the Islamic World to 1800
Phil 223 Gandhi and Philosophy
Rel 241 Introduction to Hinduism
Rel 270 Introduction to Islam

Rel 271 Sufism: Mystic Path in Islam
Rel 360 Diversity and Conflict in South Asia
SOC 240 People and Cultures of Southeast Asia and the Pacific
WS 210 Women in Islamic Society
WS 213 Women, Culture and Tradition in South Asia
WS 400 Women and Gender in Islamic Society

Curricular Goals

The following courses help fulfill various curricular goals:

- Multiple Inquiries/Humanities: Asian Studies 220, 221, 238, 247/347, and 248/348
- Integrative Thinking/Course Cluster: Asian Studies 220 and 221
- Local and Global Citizenship/Second Language: Japanese 202 and Chinese 202
- Local and Global Citizenship/Cultural Diversity (Non-Western): Asian Studies 150, 220, 221, 238, 247/347, 248/348, 250/350, 340, and 341

LANGUAGE COURSES

Japanese

101, 102 Beginning Japanese Introduction to the fundamentals of speaking, listening, reading and writing. Students master hiragana and katakana and learn basic Chinese characters as they are used to write Japanese. Students shop for various items, describe objects, use counters, ask prices, and hold basic conversations all in Japanese. The course also acquaints students with basic patterns, ritual greetings and phrases, and cultural aspects imbedded within the use of language.

201, 202 Intermediate Japanese Extension of beginning Japanese. Building on the basics, the course emphasizes communication. Students learn to ask and give directions, use honorific and humble verbs, conduct interviews, and discuss family and work situations. Chinese characters (kanji) are introduced at a more rapid rate, and students are able to read and write simple texts and some authentic materials.

301, 302 Advanced Japanese Continuation of intermediate course. Course refines and integrates skills learned in intermediate level to allow students to handle more complex communications and comprehend more advanced readings. Emphasis on reading and writing kanji.

303, 304 Advanced Reading, Composition, and Conversation Course focuses on the development of speaking in honorific language, increasing proficiency in reading journalistic style, and becoming more accurate in writing short essays. Discussions are based on advanced-level readings on contemporary issues. Readings include various essays, newspaper articles, and short stories. Students increase their ability to use more sophisticated expressions in both oral and written form.

Chinese

101, 102 Beginning Chinese Introduction to the fundamentals of Chinese language (Mandarin)—speaking, listening, reading, and writing. Course focuses on interactive communication, essential grammatical structures, and basic vocabulary and usages. Students learn communicative skills regarding daily life, college activities, and basic social interaction. Students master approximately 700 characters.

201, 202 Intermediate Chinese Continuation of beginning Chinese. Further develops skills in listening, speaking, reading, and writing. Rigorous training to improve aural-oral proficiency and to assure mastery of 800 additional characters. Upon completion of the course, students are able to talk about topics of personal interest and familiar social events, write short essays, and have a good command of 1,500 characters. *Prerequisites:* Chinese 101 and 102 or permission of the instructor.

COURSES ON JAPAN

150 Contemporary Japanese Culture and Society Introduction to the culture and society of Japan. Themes, issues, and institutions in Japan are explored as seen through the lens of Japanese culture. Investigation covers how Japanese culture evolved within the changing socio-political milieu from the sixth century onward. Major topics include cultural notions used in the construction of self, family, education, work, and religious practice. Focus is on acquiring the skills and mindset to facilitate the study of Japan, a non-western culture, in a culturally appropriate manner. Readings in English; no knowledge of Japanese required.

238 Pre-Modern Japanese Literature Survey of Japanese literature beginning with the creation myth recorded in 712 and continuing to the

dramatic arts of the 1600s. Course examines legends, folk tales, poetic anthologies, diaries, and fiction. Readings in English; no knowledge of Japanese required.

247/347 What Is Real? Extraordinary Fiction

in Japan and the World Study of various permutations of the science fiction genre—legends, fairy tales, myths, supernatural and futuristic short stories, and novels. Emphasis is on Japanese works, with cross-cultural comparisons to offer diverse perspectives. Focus is on the literary analysis of the individual texts while exploring the real purpose served by these unreal creations. *Prerequisite for 347:* One 200-level course with a Japanese focus. Readings in English; no knowledge of Japanese required. *Asian Studies 347 is the same course as Asian Studies 247, with additional readings and assignments designed for Japanese studies majors.*

248/348 Traditional Japanese Theatre Study of traditional Japanese theatre, focusing on Noh, *Bunraku* Puppet Theatre, and Kabuki from the fourteenth century to the present. Inquiry examines major theories and a variety of representative plays of the three theatrical forms and investigates their artistic, religious, and sociocultural significances. Emphasis is on adaptation of literary canons, treatment of convention, seminal playwrights, and performance styles. Instruction in performing Noh chanting and dancing unites theory and performance to deepen understandings of the non-western tradition. *Prerequisite for 348:* One 200-level course with a Japanese focus. Readings in English; no knowledge of Japanese required. *Asian Studies 348 is the same course as Asian Studies 248, with additional readings and assignments designed for Japanese studies majors.*

250/350 The Ebb and Flow: Japanese Women's Literature, the First 1200 Years

Examination of a variety of Japanese women writers, genres, and movements ranging from 800 to 2002. Using feminist and other literary criticism, inquiry analyzes the category *Joryūbungaku* (women's literature) and its import in relation to the Japanese literary canon. Authors include Murasaki Shikibu, Enchi Fumiko, Nogami Yaeo, Machi Tawara, and Yoshimoto Banana. Readings in English. *Asian Studies 350 is the same course as Asian Studies 250, with additional readings and assignments designed for Japanese studies majors.*

265 Methods for Japanese Studies Introduction to Japanese studies as an interdisciplinary subject. Inquiry focuses on a prominent literary text and various literary methods for analysis while introducing other disciplinary methods, including those of history, art, anthropology, drama, translation studies, women's studies, and religion.

340/401 Notions of Modernity in Modern Japanese Fiction Seminar on the modern Japanese novel from the late Meiji period to the present. Of primary concern is the fictional and psychological portrayal of the changes Japan faces as it emerges from a feudal society to a modern nation. Notions of self, other, gender, class, and race are considered alongside the concepts of modernism, post-modernism, and pure and popular literature. Authors include Tanizaki Junichirō, Oe Kenzaburo, and Murakami Haruki. *Prerequisites for 340:* A grade of B or better in Asian Studies 238, 247, or 248 and concurrent enrollment in Japanese 202 or higher. *Prerequisites for 401:* Junior or senior standing with a Japanese major or minor. AS 401 is the required capstone seminar for majors. Readings in English and Japanese. Offered alternate years.

341/402 The Pure and Popular: Genre in Modern Japanese Literature Study of various genres of literature from the Meiji Period (1868–1912) to the present, which includes both “pure” and “popular” works. Genres include diaries, plays, and novels such as the “I-novel,” lyrical novels, and modern thrillers. Authors include Ishikawa Takuboku, Yasunari Kawabata, Kirino Natsuo, and Murakami Haruki. *Prerequisites for 341:* A grade of B or better in Asian Studies 238, 247, or 248 and concurrent enrollment in Japanese 202 or higher. *Prerequisites for 402:* Junior or senior standing with a Japanese major or minor; majors must be writing their senior thesis as part of the course. Offered alternate years.

COURSES ON CHINA

220 Chinese Culture Through Films: Nation, History, and Women Introduction to Chinese culture and society through feature films and documentaries. Focus is on cinematic re-inventions of national history and representations of women, with a contextual reading of intellectual discourse and film criticism.

Topics include film as a cultural form, historical development of Chinese cinema, relationships between Chinese tradition and modernity, and gender politics and Chinese nationalism in the era of globalization. Readings in English; no knowledge of Chinese required.

221 Introduction to Twentieth-Century Chinese Literary Discourse: Self and Modernity

Study of twentieth-century China through the examination of literary discourse, including theoretical and historical discourses and film and literary representations. Issues examined include the concept of self in both traditional and modern Chinese thought; the relationship between the individual self and Chinese national identity; and the difference between the female and male self in Chinese literary representation. Authors include Lu Xun, Yu Dafu, Ding Ling, and Chen Ran. Readings in English; no knowledge of Chinese required.

223 Travel Writing, Tourism, and Culture in China

Study of literary and bodily encounters between people, places, capital, and cultures in the context of China's mobilization and globalization. Inquiry encompasses historical and contemporary travel writings and ethnographic research as well as documentary films to explore what happens on the meeting grounds between “hosts” and “guests” and how these encounters shape landscapes, nation building, ethnic identities, traditions, and gender and class boundaries. Readings in English; no knowledge of Chinese required.

COURSES ON SOUTH ASIA

271 South Asia: Contemporary Issues in Historical Perspective

Study of contemporary cultural issues on the Indian subcontinent, viewed through the historical events and texts that have generated them. Offered alternate years.

272 Survey of South Asian Literature Study of major South Asian literary works in translation, including epics from North and South India, Sanskrit drama, Muslim literature, and modern novels and short stories. Complete works read from an interdisciplinary perspective, using criticism from Western and South Asian sources. Offered alternate years.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Kazuo Hiraizumi and Donald Jameson, Coordinators

Biochemistry and molecular biology is an interdisciplinary program that studies the biology and chemistry of the structures and chemical reactions within cells by using contemporary methods of biochemical analysis, recombinant DNA technology, and molecular biology.

Students may earn a B.S. degree in biochemistry and molecular biology by completing the following requirements:

- Biology 111** Introduction to Ecology and Evolution
- Biology 112** Form and Function of Living Organisms
- Biology 211** Genetics
- Biology 212** Cell Biology
- Biology 351*** Molecular Genetics
- Chemistry 105** Fundamental Chemistry: Down on the Farm *or* **Chemistry 107** Chemical Structure and Bonding
- Chemistry 108** Chemical Reactivity
- Chemistry 203** Organic Chemistry
- Chemistry 204** Organic Chemistry
- Chemistry 305** Physical Chemistry
- Chemistry 333** Biochemistry I
- Biology (or Chemistry) 334*** Biochemistry II
- Mathematics 111** Calculus I
- Mathematics 112** Calculus II
- Physics 111** Introductory Modern Physics I
- Physics 112** Introductory Modern Physics II

In addition, students must complete any two of the following courses:

- Biology 235** Neurobiology
- Biology 251** Introduction to Bioinformatics
- Biology 320** Developmental Biology
- Biology 332** Immunobiology
- Chemistry 317** Instrumental Analysis
- Chemistry 375** Advanced Inorganic Chemistry Research* (**Biology 460 or 461 or Chemistry 460 or 465**)

**Biology 320, Biology 351, Biology/Chemistry 334, Biology 460, Biology 461, Chemistry 460, and Chemistry 465 have components that fulfill the capstone experience for the biochemistry and molecular biology major.*

The program is directed by a Biochemistry and Molecular Biology Committee (BMBC), consisting of biology and chemistry faculty

members. Individualized Study projects (Biology 460, Biology 461, Chemistry 460, or Chemistry 465) may be directed by any BMBC member. Otherwise, the project requires the approval of the BMBC.

BIOLOGY

Professors Cavaliere, Delesalle, Hendrix, Mikesell, Sorensen, and J. Winkelmann
Associate Professors Etheridge, Fong,
Hiraizumi (Chairperson), and James
Assistant Professors Kittelberger and Urcuyo
Laboratory Instructors Belt, Castle, Hulsether, Price,
H. Winkelmann, and Zeman

Overview

Courses in the department are designed to provide a foundation in basic biological concepts and principles, and the background necessary for graduate study in biology, ecology, forestry, medicine, veterinary medicine, dentistry, optometry, and other professional fields. Most courses in the department include laboratory work.

Requirements and Recommendations

The biology department offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree for the major.

B.A. Requirements: A minimum of nine biology courses are required; these include four core courses (Biology 111, 112, 211, and 212) and five additional biology courses. All majors within biology must include at least one course from each of three areas: cellular/molecular (Biology 200, 215, 230, 235, 251, 320, 332, 334, 340, or 351), organismal (Biology 202, 204, 217, 218, 223, 224, or 227), and population/community (Biology 205, 225, 306, 307, or 314). The remaining two courses may be elected from any of the three categories or in research methodology (Biology 260, 460, or 461). Biology 111 (or 101) and 112 are prerequisites for all upper-level biology courses. Enrollment in Biology 112 requires a grade of C or better in Biology 101 or 111. Continuation in the biology major requires a grade of C or better in Biology 112.

Four courses in cognate departments are also required: Chemistry 107 (or 105) and 108, a mathematics course (Biology 260; Mathematics 105–106, 107, 111, 112, or 205; or Psychology 205), and one elective (Chemistry 203 or 204; Computer Science 111; Environmental Studies

223; Physics 103, 104, 111, or 112; or Psychology 236 or 237). Chemistry 107 (or 105) and 108 should be taken in the first year. If Biology 260 is chosen as a mathematics course, it may not serve as an elective biology course.

B.S. Requirements: In addition to the courses noted above, the B.S. degree requires one additional elective biology course (ten total biology courses) and one additional elective course in cognate departments (five total cognate courses). Students applying to some graduate or medical programs are required to complete two years of chemistry (Chemistry 105 or 107, 108, 203, and 204), one year of physics (Physics 103–104 or 111–112), and one course in mathematics (Mathematics 105–106 or 111). Any biology major completing this course work for the B.S. degree will be required to complete only nine biology courses: Biology 111, 112, 211, and 212; one course from each of three areas (cellular/molecular, organismal, and population/community); and two elective biology courses.

A minor in biology includes Biology 111 (or 101), 112, and any other four courses in the department (provided that all prerequisites are met) that would count toward the major.

All courses taken to satisfy the requirements for the B.A. or B.S. degree or for the minor must be taken using the A–F grading system.

Curricular Goal

The Multiple Inquiries requirement in the natural sciences may be satisfied by Biology 101 (or 111) or Biology 102 (or 112).

Special Facilities

Greenhouse, herbarium, environmental chambers, animal quarters, aquarium room, electron microscopy laboratory housing both scanning and transmission electron microscopes, research laboratories, fluorescence microscopy facility, and computing facility.

Special Programs

Dual-degree programs in forestry and environmental studies with Duke University, nursing with the Johns Hopkins University, and optometry with Pennsylvania College of Optometry. Cooperative programs in marine biology with Duke University and the Bermuda Biological Station for Research.

Neuroscience Minor

Neuroscience is an interdisciplinary study of the relationship between the brain, the mind, and behavior. Students majoring in biology may want to consider pursuing a minor in neuroscience. In addition to preparing students for graduate study specifically in neuroscience, the minor in neuroscience affords students the proper tools for graduate study in other areas of biology as well as medical school. For further information regarding the minor and its requirements and electives, see the Neuroscience section of the course catalogue.

101 Molecules, Genes, and Cells Introduction to cell biology, bioenergetics, gene expression, and patterns of inheritance with a focus on important topical issues. Laboratory emphasizes the experimental nature of biological investigation. Students not majoring in biology but who are interested in the health professions may, with a grade of C or better in Biology 101, enroll in Biology 112. Three class hours and laboratory.

102 Contemporary Topics in Biology: The Biological Basis of Disease Designed for non-biology majors. Study covers selected biological topics related to human diseases and focuses on contemporary problems and their possible solutions. Three class hours and laboratory.

111 Introduction to Ecology and Evolution Designed to introduce students to general biological principles, with a focus on ecology and evolution. Topics include adaptation, nutrient cycling and energy flow, population growth and species interactions, Mendelian and population genetics, speciation, and the history of life. Laboratory emphasizes the experimental nature of biological investigation. Designed for science majors with a high school background in biology, chemistry, and mathematics. Three class hours and laboratory.

112 Form and Function of Living Organisms

Designed for science majors. Morphology and physiology of plants and animals are emphasized. Lecture and laboratory topics include nutrition, energetics, internal regulation, neural and hormonal integration, and reproduction. Three class hours and laboratory. *Prerequisite:* Biology 111 (or 101).

200 Physiology of Plant Adaptations Major structural systems, physiological processes, and adaptations of plants to their environment. Topics include growth regulatory substances, photoperiodic responses, water balance, nutrition, plant defense mechanisms, and the responses of plants to environmental changes. Three hours lecture.

202 Structural Plant Development Anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development, and plant anomalies are studied. Six hours in class-laboratory work.

204 Biology of Flowering Plants Identification, classification, structural diversity, ecology, and evolutionary relationships of the angiosperms. Field work for collection and identification of local flora is required. Three class hours and laboratory-field work. Alternate years.

205 Ecology Principles of ecology, with emphasis on three levels of the biological hierarchy—organisms, populations, and communities—that are needed to understand the factors that determine the abundance and distribution of any species. Study includes a number of field trips. Three class hours and laboratory-field work. Credit cannot be received for both this course and Environmental Studies 211. Students can substitute Environmental Studies 211 for Biology 205.

211 Genetics Overview of principles of genetics. Topics include chemical nature of genes, Mendelian and non-Mendelian inheritance, gene regulation, genetic engineering, molecular evolution, and population genetics. Three class hours and laboratory. *Prerequisite:* Chemistry 107 and 108.

212 Cell Biology Structure and function of eukaryotic cells. Protein structure, enzyme function, membrane structure and transport, protein sorting, energy transduction by mitochondria and chloroplasts, chromosome structure, cell division and cell-cycle control, cell communication, cell motility, and the cell biology of cancer. Three class hours and laboratory. *Prerequisite:* Chemistry 107 and 108 and Biology 211.

215 Electron Microscopy Introduction to basic theory and practice of transmission and scanning electron microscopy, techniques of tissue preparation, and introduction to interpretation of animal and plant ultrastructure. Each student is required to complete an independent project. Six hours in class-laboratory work. *Prerequisite:* Permission of instructor.

217 An Evolutionary Survey of the Plant Kingdom Synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology of vegetative and reproductive characters, unique features, and evolutionary trends in plants. Six hours in class-laboratory work.

218 Biology of Algae and Fungi Study of algae (phycology) and fungi (mycology) in aquatic and terrestrial ecosystems with emphasis on their role in primary production and decomposition. Topics include identification, morphology, reproduction, ecology, and phylogeny of these organisms. Culture techniques and principles of plant pathology and medical mycology are also considered. Six hours in class-laboratory work.

223 Parasitology Introduction to the general principles of parasitism, with emphasis on the epidemiology, taxonomy, morphology, and physiology of the major groups of protozoan, helminth, and arthropod parasites of humans and other animals. Three class hours and laboratory.

224 Vertebrate Zoology Introduction to systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis on natural history, collection, and identification. Optional trip to North Carolina. Six hours in class, laboratory, and field work.

225 Animal Behavior Study of animal behavior through readings, discussions, and field and laboratory observations. Phenomena considered range from simple reflex response to complex social organization. Role of behavioral adaptations in the biology of animal species is emphasized. Three class hours and laboratory.

227 Invertebrate Zoology Study of the structure, physiology, and behavior of the major groups of animals representing ninety-nine percent of the animal kingdom. Focus is on functional morphology and evolutionary adaptation. Individual or group research projects are required. Six hours in class-laboratory work.

230 Microbiology Biology of viruses and bacteria, with emphasis on morphology, metabolism, taxonomy, reproduction, and ecology. Laboratory includes isolation, culture, environmental influences, identification, and biochemical characterization of bacteria and their viruses. Three class hours and laboratory.

235 Neurobiology Exploration of the biological basis of brain function, including electrical and chemical signaling of nerve cells; modulation and plasticity of signaling occurring in different behavioral states or during learning; and the structure, function, and development of circuits of interconnected nerve cells involved in sensory perception and motor coordination. Emphasis is placed on the behavioral and clinical aspects of modern neurobiology: how particular properties of the brain underlie specific behaviors and how malfunctions of neural mechanisms lead to various neurological disorders. Three class hours and laboratory.

251 Introduction to Bioinformatics Introduction to the emerging field of bioinformatics, where biology and computer science intersect with the rapidly expanding volume of biological information produced by genome sequencing and proteomic exploration of life processes. Application of bioinformatic software tools to the analysis of gene sequences and protein structures is emphasized. Students undertake a laboratory project combining *in silico* and *in vitro* approaches to isolate and analyze their own DNA. An introduction to computer algorithms used in bioinformatic software is provided. Three class hours and laboratory. Cross-listed as Computer Science 251.

260 Biostatistics Designed for students in biology who plan to engage in individualized study and/or research. Topics include the nature of biological data and the statistical procedures to analyze them. Special attention given to experimental design and hypothesis testing. Three class hours. Credit cannot be received for both this course and Mathematics 107, Psychology 205, or Economics 241.

306 Marine Ecology Analysis of the ecology of marine systems. The open ocean, estuaries, salt marshes, beaches, mud and sand flats, seagrass beds, rocky shores, coral reefs, and deep sea are examined. Problems of pollution, beach erosion, and the management of declining fisheries is also presented. Quantitative field work in a variety of coastal habitats is conducted on a required field trip to Duke University Marine Laboratory and the Outer Banks barrier island chain. Three class hours and laboratory-field work. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years. Cross-listed as Environmental Studies 306.

307 Freshwater Biology Study of the physical, chemical, and biological characteristics of inland waters. Topics include nutrient cycling, biological interactions, and effects of human activities. Individual research projects and a number of field trips are required. Fulfills capstone requirement in biology. Six hours in class, laboratory, and field work. *Prerequisite:* Junior or senior standing.

314 Evolution Study of the transformation and diversification of populations through time. Topics include history of life, adaptation, selection and population genetics, speciation and extinction, evolutionary innovations, and patterns of diversity. Three class hours and laboratory. *Prerequisite:* Biology 211. Alternate years.

320 Developmental Biology Survey of the phenomena and principles of animal development. Major attention is given to the genetic and cellular mechanisms that control cell differentiation and the development of form in several model organisms. Vertebrates are emphasized in the study of organ development. Six hours in class-laboratory work. *Prerequisites:* Biology 211 and 212. Alternate years.

332 Immunobiology Introduction to the vertebrate immune system at the molecular, cellular, and organismal levels. Antibody structure, antigen-antibody interaction, the genetics of antibody diversity, the immune response, and the bases of self/non-self discrimination are emphasized. Three class hours. *Prerequisites:* Biology 211, 212. Alternate years.

334 Biochemistry Detailed examination of primary and secondary metabolic pathways in microbes, plants, and animals. Application to metabolic disorders, infections, and medical

advances in the treatment of the above conditions are incorporated into course. Laboratory work includes an independent research project. *Prerequisites:* Biology 212 and Chemistry 204. Cross-listed as Chemistry 334.

340 Comparative Animal Physiology

Regulation of basic physiological processes in vertebrates. Unifying principles are studied using a comparative approach. Lecture and laboratory are combined in two three-hour sessions.

Prerequisite: Biology 212.

351 Molecular Genetics Study of the basic mechanisms of information storage and retrieval from DNA and RNA. Topics include genome organization and the regulation of gene expression in prokaryotes and eukaryotes; DNA replication and repair; molecular genetics of cancer and human-inherited disorders; and recombinant DNA technology. Three class hours and laboratory. *Prerequisites:* Biology 211, 212.

453 Individualized Study: Tutorial Independent investigation of a topic of special interest, directed by a faculty member familiar with the general field of study. May be used as preparation for enrollment in Biology 460. *Prerequisite:* Approval of directing faculty member.

460 Individualized Study: Research Independent investigation of a topic of special interest, normally including both literature and laboratory research. Directed by a faculty member. Results of investigation are presented to the department. Open to juniors and seniors. A grade of C or higher must be earned to receive a B.S. degree. A single Individualized Study may be used toward one of the nine biology courses required for the B.A. degree. *Prerequisite:* Approval of both the directing faculty member and department.

473 Individualized Study: Internship

Independent internship experience under the direct supervision of professional personnel in a variety of biology-related areas. Internship may be arranged by the department or the student. Must combine practical work experience with an academic dimension. Library research paper on a subject related to the experience is required. *Prerequisite:* Approval of both supervisor and department. Internship may not be used as one of the minimum number of courses toward the major or the minor. Contact the Center for Career Development for application and further assistance.

CHEMISTRY

Professors Grzybowski, Jameson (Chairperson), and Parker

Associate Professor Deckman

Assistant Professors Arnold and Wedlock

Laboratory Instructors Abma, Garrity, Gregory, Kuhar, Nelson, and Thoman

Overview

Each course offered by the department provides an opportunity for a concentrated study of the various principles of contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. Courses offered by the department utilize lectures, discussions, library work, on-line computer literature searching, computer-assisted instructional programs, videotapes, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The chemistry major is approved by the American Chemical Society, as is an additional major in chemistry/biochemistry. Paths taken by majors after graduation are varied; many enter graduate work in chemistry or biochemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and numerous other fields.

Requirements and Recommendations

The eight basic courses required for the Bachelor of Arts degree are Chemistry 105 or 107, 108, 203, 204, 221, 305, 306, and 317. Students who complete these eight basic courses along with Chemistry 375, Research (Chemistry 460 or 465), and one additional 300-level chemistry course may choose to receive a Bachelor of Science degree. An interdisciplinary major is offered in biochemistry and molecular biology; the complete description is listed under that title. Students who wish to receive a degree accredited by the American Chemical Society must complete the Bachelor of Science degree and in the process take either Chemistry 333 or 334. Physics 111 and 112 and Mathematics through 211 are required of all chemistry majors.

Additional courses in mathematics (212), biology, and physics may be recommended for those contemplating graduate study in certain areas. Junior and senior majors are expected to join with staff members in a seminar series that is designed to provide an opportunity for discussion of student initiated research and current developments in chemistry.

For the prospective secondary school teacher, the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry. Introductory biology is required for certification.

Individualized study and independent laboratory work are available in connection with some courses. During the junior or senior year, majors may elect Chemistry 460, a research course in which a student can utilize his or her knowledge and creativity intensively. Summer research, Chemistry 465, is encouraged strongly and is elected by many majors.

A minor in chemistry shall consist of Chemistry 105 (or 107) and 108, plus four other chemistry courses at or above the 200 level, one of which must be at the 300 level. Individualized study courses may not be counted toward the minor.

Approved safety goggles/glasses must be worn at all times in all laboratories. Prescription glasses may be worn under safety goggles.

Curricular Goal

Chemistry 105 (or 107) and 108 may be used to satisfy the Multiple Inquiries requirement in natural sciences with a lab.

Special Facilities and Programs

The Science Center, which was dedicated in 2002, houses the chemistry and biochemistry classrooms and laboratories. The department's major instrumentation includes a 400 MHz Fourier transform NMR spectrometer, a Fourier transform infrared spectrometer, a UV-visible spectrometer, a Nd:YAG laser spectrometer, a gas chromatograph/mass spectrometer, a high-performance liquid chromatograph with diode array detector, a high-speed centrifuge, an automatic polarimeter, an inert atmosphere glove box, and a capillary electrophoresis system.

Chemistry majors receive significant hands-on experience with all major instrumentation beginning in the sophomore year. Numerous

lectures and seminars are sponsored by the department and the chemistry club, the Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools, and are designed to complement the curricular activities of the department. An annual highlight is a three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upperclass students—chemistry majors and others—gain valuable experience from serving as laboratory assistants and tutors.

105 Fundamental Chemistry: Down on the Farm

Application of the fundamental chemical principles to agricultural and environmental topics. The properties of matter, atomic and molecular structure, and chemical reactions are studied using chemicals important in agricultural and environmental processes as examples. Laboratory component complements lectures, field trips, and research projects involving the local community. Equivalent to Chemistry 107. Three lecture hours and one laboratory.

107 Chemical Structure and Bonding Study of fundamental chemical principles focusing on properties of matter, theories of chemical bonding, atomic and molecular structure, and chemical reactions. Laboratory experiments are designed to offer a hands-on familiarity with the principles discussed in the lectures. Computers are used in the labs for computational modeling as well as data analysis. Three lecture hours and one laboratory.

108 Chemical Reactivity Principles covered in Chemistry 107 are applied to broader topics such as kinetics, equilibrium, electrochemistry, and thermodynamics, with an emphasis on interdisciplinary topics. Laboratory work is designed to illustrate and complement materials discussed in class. *Prerequisite:* Chemistry 105 or 107. Three lecture hours and one laboratory.

203 Organic Chemistry Study of the fundamental concepts of the chemistry of carbon compounds, with emphasis on molecular structure, reaction mechanisms, stereochemistry, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 108. Three lecture hours, one lab discussion hour, and one laboratory.

204 Organic Chemistry Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, cyclic compounds, and natural products such as amino acids, carbohydrates and peptides. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory.

216 Introduction to Forensic Science An overview of the field of forensic science, with particular emphasis on the microscopic and spectroscopic analysis of crime scene material. In its broadest definition, forensic science includes consumer and environmental protection as well as murder, robbery, arson, explosives, fraud, and illicit drugs and poisoning. Course focuses on the practical application of the familiar chemical principles and experimental methods found in introductory and organic chemistry. *Prerequisite:* Chemistry 203. Three lectures hours.

221 Chemical Applications of Spectroscopy Study of the theories and applications of infrared, ^1H and ^{13}C nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the importance of these spectroscopic methods in the analysis of chemical systems. Scope and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, student oral presentations, and laboratory sessions. Lab periods involve use of spectrometers in the identification of organic compounds. *Prerequisite:* Chemistry 203. Three lecture hours and one laboratory.

305 Physical Chemistry Study of the principles of statistical thermodynamics and chemical kinetics as applied to the states of matter, chemical reactions and equilibria, and electrochemistry, using lectures, readings, problems, discussions, and laboratory exercises. Computers are used as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 108, Physics 112, mathematics through calculus (usually Math 211). Three lecture hours, one discussion hour, and one laboratory.

306 Physical Chemistry Introduction to theories of quantum mechanics, spectroscopy, and molecular reaction dynamics and their application to chemical systems through the use of problems, lectures, readings, discussions, and

laboratory investigations *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory.

317 Instrumental Analysis Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy, chromatography, and Fourier transform methods. Analytical techniques will be studied from both a chemical and an instrumental point of view. The laboratory stresses quantitative analytical procedures and includes an independent project. *Prerequisite:* Chemistry 108. Three lecture hours and one laboratory.

333 Biochemistry I Detailed study of the structure and function of macromolecules and macromolecular assemblies as they pertain to living organisms. Topics include the structure and chemistry of proteins; the mechanisms and kinetics of enzyme-catalyzed reactions; and the structure, chemistry, and functions of carbohydrates, lipids, nucleic acids, and biological membranes. Classic and modern bioanalytical methods are emphasized. *Prerequisite:* Chemistry 204. Three lecture hours and one laboratory.

334 Biochemistry II Detailed survey of the primary and secondary metabolic processes in living cells. Topics discussed include the overall organization of metabolic pathways, carbohydrate and fatty acid metabolism, biological oxidation and reduction, and energy production. Special attention is given to regulation, hormone action, metabolic disorders and disease. Laboratory work includes an independent research project. Three lecture hours and one laboratory. *Prerequisite:* Chemistry 333 or permission of the instructor. Cross-listed as Biology 334.

353 Advanced Organic Chemistry Study of synthetic, mechanistic, and theoretical concepts in organic chemistry. Particular emphasis is on the study of methods used to determine organic reaction mechanisms, stereospecific reactions, pericyclic reactions, and the design of multistep syntheses of complex molecules. *Prerequisites:* Chemistry 204 and 221. Three lecture hours. Offered alternate years.

375 Advanced Inorganic Chemistry Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theory and symmetry are applied to various systems. *Prerequisite:* Chemistry 305. Three lecture hours and one laboratory.

460 Individualized Study Research Independent investigation in an area of mutual interest to the student and faculty director. Project normally includes both a literature and a laboratory study. An oral report to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with the faculty director at least two weeks before the end of the semester preceding the semester in which this course is to be taken. *Prerequisites:* Permission of faculty director and approval by department. Open to junior and senior chemistry majors. Offered both semesters.

465 Individualized Study Research (Summer) Funded ten-week independent investigation in an area of mutual interest to the student and research director. Project normally includes both a literature and a laboratory study. Oral reports to staff and students and a final written thesis are required. Students wishing to enroll should consult with a chemistry department faculty member early in the spring semester. *Prerequisites:* Permission of research director and approval by department.

CHINESE

(See *Asian Studies*)

CIVIL WAR ERA STUDIES

Allen C. Guelzo, Director

Overview

Supported by a grant from the Henry R. Luce Foundation, Civil War Era Studies is devoted to the establishment and administration of interdisciplinary academic programs on the Civil War era. The Office of Civil War Era Studies administers two programs: The Civil War Era Studies Minor and The Gettysburg Semester.

The Civil War Era Studies Minor is an interdisciplinary program concentrating on mid-nineteenth century America and on the period's enduring importance for modern

America.

Minor Requirements: Six course credits are required, including Civil War Era Studies 205 and 400. The remaining four courses may be selected from the CWES cross-listed elective courses. The four elective courses are subject to the following restrictions: The electives must be in at least two different departments. (IDS courses and electives with a CWES designation will be treated as separate departments.) No more than two elective courses can be from the student's major field of study; and no more than two electives may be taken at the 100 level. Students are allowed to fill one elective requirement with either an internship or an independent study course, subject to the normal College requirements.

The Gettysburg Semester is a semester-long immersion in Civil War era studies for visiting students from other campuses. Each fall participants in The Gettysburg Semester attend two seminars (CWES 421 and 425) taught by Professor Guelzo, take Gettysburg College courses on the Civil War era taught by faculty from various disciplines, attend numerous historic field trips and battlefield tours, and have the opportunity to work on independent projects or internships.

CWES Minor Core Courses

CWES 205 Introduction to the Civil War Era

CWES 400 Special Topics in the Civil War Era

CWES Cross-Listed Courses Elective Courses
(See appropriate departmental listings for descriptions of the following courses.)

FYS 183 First-Year Seminar: Gettysburg

FYS 191 First-Year Seminar: Two Poets in a Land at War: Walt Whitman, Emily Dickinson, and the American Civil War

ECON 211 American Economic History: The Nineteenth Century

English 340B Civil War in the American Imagination

English 340B American Gothic: Antebellum Literature

History 244 American Military History

History 245 Gender and the American Civil War

History 344 Lincoln: A Life Lived, a Life Remembered

History 345 Civil War

History 346 Slavery, Rebellion, and

Emancipation in the Atlantic World
History 410 Senior Research Seminar:
 Abraham Lincoln
IDS 217 The American Civil War on Film

205 Introduction to the Civil War Era

Interdisciplinary introduction to the Civil War era (roughly 1848–1877) in American history. The basic history of the Civil War is introduced, with an emphasis on the fundamental causes of the war; the war years themselves, both at home and on the battlefield; and Reconstruction. Assigned readings include a mix of primary sources and major interpretive monographs, plus a basic survey text. *History majors may count CWES 205 as a major course.*

337 Reconstruction and the Legacy of the Civil War

Exploration of various aspects of Reconstruction, including political conflicts over how the defeated South would be treated, the struggle over civil rights for African Americans, an overview of Reconstruction historiography, the contested nature of Civil War memory, and the enduring legacy of this vital yet often overlooked period of our past. *Prerequisite:* CWES 205.

347 Women in Public: Gender and Cultural Transformation in the United States, 1840–1900

A seminar on American women's history from before Seneca Falls until the early twentieth century, with an emphasis on the entrance of women into the public arena. Theoretical focus is on the range of ways in which women challenged popular notions of gendered spheres. Designed for students from all majors with some background in women's studies or women's history.

400 Special Topics in the Civil War Era

Interdisciplinary seminar that addresses the social, political, and cultural history of the Civil War era. Seminar focus shifts on a revolving basis to feature society, politics, and culture through institutions, art, philosophy, political formation, and print culture. Serves as the capstone seminar for the CWES minor, but open to other students as well. *Prerequisite:* Permission of instructor, with preference given to minors in Civil War era studies.

421 Core Seminar: The American Civil War

Seminar surveying the most influential historical interpretations of the Civil War. Intensive reading includes interpretive work on

Civil War era religion, slavery, gender identity, home-front issues, postwar adjustment, and soldier motivations. Students compile a weekly journal in response to the readings and complete an extended research project. Course content is fully integrated with CWES 425. Serves as a core course for The Gettysburg Semester. *Prerequisite:* Instructor's permission. Priority is given to students who are enrolled in The Gettysburg Semester, but Gettysburg College students are eligible to take this course if they meet the requirements.

425 Field Experiences in Civil War Studies

Seminar devoted to the military experience of the Civil War, with emphasis on the major battles and battlefields of the eastern theater. Students participate in a series of day-long field trips to Harpers Ferry, Manassas, Antietam, Fredericksburg, Chancellorsville, and Washington, D.C. There are three formal tours of the Gettysburg battlefield and borough and a weekend trip to the Richmond/Petersburg battle sites. Students compile a weekly journal to comment on the battle sites and to respond to readings from an assigned list of significant battle narratives. Serves as a core course for The Gettysburg Semester. *Prerequisite:* Instructor's permission. Priority is given to students who are enrolled in The Gettysburg Semester, but Gettysburg College students are eligible to take this course if they meet the requirements.

CLASSICS

Professors Cahoon, Snively, and Zabrowski
Associate Professor Rickert (Interim Chairperson)

Overview

"Classics," a term for the many different fields of academic inquiry involved in the study of Greco-Roman antiquity, embraces a wide range of disciplines, including Greek and Latin languages and literatures, comparative literature, drama and theatre arts, women's studies, philosophy and political science, mythology, archaeology, and history (social, political, and cultural). Studying ancient languages helps us to understand our own language more clearly and to express ourselves in English with greater precision and persuasive power. Classical literature not only offers the opportunity to examine Greek and Roman cultures through the observations and sentiments of their own writers but may also

confront us with such issues as political realism and ethical idealism on a public level and love and death on a personal one. Philosophical texts help us to develop logical and nuanced thinking about theoretical and everyday matters and directly engage us in leading examined lives. History, mythology, and archaeology combine examination of texts with study of material culture, that is, of physical remains from ancient civilizations, such as buildings, aqueducts, pottery, and inscriptions. A subject of study in their own right, the classical civilizations of the Mediterranean basin also offer a basis for evaluating and understanding contemporary values and experience.

Requirements and Recommendations

The department offers majors in Greek, Latin, and classical studies.

Latin Major:

Seven courses in Latin beyond Latin 102 (including Latin 312); Classics 121, 122, and 252; and a capstone experience: Classics 464 or a 300-level course with departmental permission.

Greek Major:

Seven courses in Greek beyond Greek 102; Classics 121, 122, and 251; and a capstone experience: Classics 464 or a 300-level course with departmental permission.

Classical Studies Major:

Eleven courses (including Greek or Latin through at least the 202 level and Classics 121 and 122) and a capstone experience: Classics 464 or a 300-level course with departmental permission.

Two of the following courses may count as electives toward a classical studies major: Anthropology 106, French 342, IDS 103, Philosophy 205, Theatre Arts 203, VAH 201, and VAH 303. In addition, with permission from the department, students may include other outside courses in their program as appropriate.

In both Greek and Latin language courses, 201 and 202, or their equivalents, are prerequisites for all higher language courses.

A minor in classical studies consists of six courses in the department, including a minimum of two language courses.

A minor in Latin consists of six courses in Latin above 102 or five courses in Latin above 102 and Classics 122 or Classics 252.

A minor in Greek consists of six courses in Greek above 102 or five courses in Greek above 102 and Classics 121 or Classics 251.

Curricular Goals

The following courses fulfill various curricular goals:

- Second Language: Greek 202 or Latin 202
- Multiple Inquiries/Humanities: Classics 121 and 122
- Local and Global Citizenship/Science, Technology, and Society: Classics 241

Classical Studies 251 and 252 may be counted toward a major in history; Classical Studies 230 may be counted toward a major in religion; and Classical Studies 264, 266, and 270 may be counted toward a major in theatre arts.

For prospective secondary school teachers the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Special Programs

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg College shares membership in the Intercollegiate Center for Classical Studies in Rome, whose program has been approved as a Gettysburg College affiliated program. The department encourages majors to spend a semester at the Center in Rome. (For details, see *Off-Campus Study*.)

College Year in Athens, Inc. has also been approved as a Gettysburg College affiliated program. Students interested in ancient, Byzantine, or modern Greece and the Mediterranean are encouraged to spend a semester or a year at College Year. (For details, see *Off-Campus Study*.)

Through the Central Pennsylvania Consortium, Gettysburg College shares membership in the American School of Classical Studies in Athens. Students are eligible to apply for its summer sessions.

GREEK

101, 102 Elementary Greek Introduction to the alphabet, inflections, and syntax of Attic Greek.

201, 202 Intermediate Greek Designed to increase the student's skill in reading texts. Selections from Thucydides, Xenophon, Plato, and other authors are read, with an emphasis on grammar. *Prerequisites:* Greek 101, 102, or their equivalent.

204 New Testament Greek Introduction to Koine Greek. Selections from the New Testament are read with attention to language and content. Not offered every year.

300 Plato The *Apology* and *Crito* are read in their entirety.

301 Homer Selections from the *Iliad* and *Odyssey*, with examination of syntax and style. Not offered every year.

302 Greek Historians Readings in the text of Herodotus or Thucydides. Not offered every year.

303 Greek Comedy An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

304 Greek Tragedy Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports required. Not offered every year.

306 Greek Oratory Selected orations of Demosthenes and Lysias. Not offered every year.

Individualized Study

LATIN

101, 102 Elementary Latin Introduction to Latin grammar and syntax.

201, 202 Intermediate Latin Designed to increase skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* Two years of secondary school Latin or Latin 101, 102.

301 Advanced Topics in Latin Exploration of historical, literary, or philosophical topics with special attention to the careful reading of select Latin texts.

303 Cicero Selected essays of Cicero, with supplemental reading from letters and orations. Supplemental reading in English. Not offered every year.

305 Ovidian Transformations Readings in Latin of various works of the Augustan poet Ovid, with an emphasis on elegy and epic. Focus is on technical matters, such as grammar, syntax, scansion, rhetorical figures, and oral recitation, and on interpretation. Typically, interpretation needs to be directly secondary in order to convey the degree to which sophisticated interpretation depends on technical precision as well as on exegetical finesse.

306 St. Augustine Selections from *Confessions*, with attention to the differences between Late Latin and Classical Latin. Not offered every year.

308 Roman Satire Selections from Horace, Martial, and Juvenal, with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.

309 Roman Historians Selections from Livy and Tacitus, with attention to their peculiarities of language and style. Not offered every year.

311 Lucretius Extensive reading in *On the Nature Of Things*, with attention to Lucretius' metrical forms, science, and philosophy. Not offered every year.

312 Prose Composition Designed to increase the student's ability to translate from English to Latin; includes a thorough grammar review. Not offered every year.

401 Vergil Study of Vergil's *Aeneid*, with emphasis on syntax, metrics, rhetoric, and interpretation. Not offered every year.

Individualized Study

CLASSICAL STUDIES

121 Survey of Greek Civilization Survey of primary texts in literature, history, and philosophy from archaic Greece through classical Athens, with emphasis on concepts that influenced Western thought.

122 Survey of Roman Civilization Survey of history, literature, art, architecture, etc. of Rome from its founding to the Council of Nicea, with emphasis on the material culture of an empire encompassing the whole Mediterranean world.

125 Introduction to Classical Archaeology Examination of the goals and methods of classical archaeology through a survey of Greek

and Roman sites, from the Bronze Age through the Late Antique period. Discussion covers techniques such as survey and issues such as the antiquities market. Not offered every year.

230 Classical Mythology Survey of classical mythology, with attention to the process of myth-making and the development of religion.

235 Topics in Classical Studies Exploration of a special topic in classical studies. Recent offerings have included the Greco-Roman City, Women in Classical Antiquity, and Ancient Technology. Not offered every year.

241 The Ancient Greek and Roman City Study of plans and monuments of Greek and Roman cities as well as writings of classical authors about cities and urban life. A combined archaeological, historical, and literary approach is used, with an emphasis on how the growth of cities depended on the development of technology for the construction of fortifications, large buildings, aqueducts, and other urban necessities. Study begins with the Mycenaean period in Greece and concludes with Roman cities of the sixth century A.D.

251 Greek History Survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Papers required. Alternate years.

252 Roman History History of the Republic and Empire. Papers required. Alternate years.

264 Ancient Tragedy Study of Aeschylus, Sophocles, Euripides, and Seneca. Class culminates in a public performance of a tragic play.

266 Ancient Comedy Study of Aristophanes, Plautus, and Terence. Class culminates in a public performance of a comic play.

270 Ancient Drama Study of ancient Greek and Roman plays, both tragic and comic, by way of reading, writing about, discussing, and performing ten to twelve plays. By being less constrained by a narrow (though valuable and ancient) notion of genre, the approach offers richer opportunities for thematic interpretation.

281 Ancient Greek Political Theory and Practice Using Plato's *Republic* and Aristotle's *Politics* as primary sources, course investigates the nature of ancient Greek political theory and the notion of the Ideal State, whether conceived of as timocratic, monarchical, or democratic.

Greek city-state constitutions are examined, as preserved in the writings of Aristotle, Xenophon, and the *Oxyrhynchus Historian*. Not offered every year.

362 Ancient Epic Study of Homer, Apollonius of Rhodes, Vergil, and Ovid.

464 Capstone Content determined each year in consultation with the staff. Required of all majors.

Individualized Study

COMPUTER SCIENCE

Professors Emeriti Fink and Leinbach

Professor Tosten

Associate Professors Neller (Chairperson) and Presser

Assistant Professor Kim

Adjunct Instructor Leslie

Overview

The computer science curriculum, offered by the Department of Computer Science, enables a student to study systematic approaches to problem solving within the environment of hardware. In the course of this study, the student develops the practice of clear thinking and logical reasoning, while learning to analyze information processing tools and systems in areas of application. Within this study there is an emphasis on the human values associated with computing in the modern world.

The available courses cover a wide area of computer science. In addition, upper-division students may, in collaboration with faculty members, be involved in on-going research projects or study topics not covered by the regular course offerings.

The major is designed to give students a broad understanding of both the theoretical and applied aspects of the discipline. As such, it provides a firm foundation for those intending to do graduate work as well as for those interested in pursuing a career in computer science.

Requirements and Recommendations

Major Requirements: The requirement for a major in computer science is ten courses in computer science at the level of Computer Science 111 or above. One of these courses may be selected from a list of approved courses in

other departments—Mathematics 351 and 366, Physics 240, Psychology 315 or 316. The ten courses must include Computer Science 111, 112, 201, 216, 221, 301, and 340. Computer Science 340 is taken during the senior year.

In addition to the above courses in computer science, students must take a mathematics course numbered 111 or higher (or its equivalent). It is recommended that this course be taken during the first year.

Students intending to pursue graduate study in computer science are advised to take Mathematics 112 (Calculus II), Mathematics 211 (Multivariable Calculus), Mathematics 212 (Linear Algebra), Mathematics 351 (Mathematical Probability), Mathematics 352 (Mathematical Statistics), and Physics 240 (Electronics).

Department honors in computer science require participation in the cocurricular activities of the department, an overall grade point average of at least 3.0, and a computer science grade point average of at least 3.5.

Minor Requirements: A minor in computer science consists of six courses numbered 111 or above.

Grade Requirements: All courses taken to satisfy the requirements for the major or minor must be taken using the A–F grading system. To advance to a course with prerequisites, a minimum grade of C– is required for each prerequisite course. Any course which is a prerequisite for another course may not be taken or repeated after the subsequent higher-numbered course is passed.

Curricular Goal

Computer Science 103 fulfills the curricular goal in local and global citizenship (science, technology, and society).

Facilities

Information Technology maintains a campus-wide computing network. Through this network, students can access several programming languages and applications packages. In addition, the Department of Computer Science has a laboratory featuring SUN Blade workstations that are used for introductory computer science courses and upper-level electives such as operating systems and graphics. These machines

are connected to a SUN Blade dual-processor UltraSPARC server that is used as a local file server.

103 Introduction to Computing Liberal arts introduction to the discipline of computer science and the use of computers in a variety of fields. Topics include a historical survey of technology and the use of computers, computer application, software systems design, programming with scripts, computer hardware and logical design, and several implications of computing. Course is laboratory-oriented and includes several hands-on laboratory projects.

111 Computer Science I Introduction to computer science, with an emphasis on problem solving, methodology, and algorithms. Further topics include computer organization, data structures, and software engineering. Student projects using the Java programming language are an essential part of this course. This course is the usual beginning course for students planning to pursue a major or minor in computer science.

112 Computer Science II Second course in the introductory sequence for computer science majors and students interested in the principles of programming. Special attention is given to object-oriented program design methods, algorithms, and elementary data structures.
Prerequisite: Computer Science 111.

201 The Mathematics of Computation Study of the mathematics needed for an understanding of the theoretical foundations of computation. Topics include mathematical logic, set theory, mathematical induction, mathematical definitions and proofs, graph theory, and an introduction to finite-state automata. Applications and illustrative examples are drawn from computer science topics such as digital circuits, analysis and correctness of algorithms, automata, decidable problems, and efficient searching. *Prerequisites:* Computer Science 111 and Mathematics 111.

216 Data Structures Introduction to major data structures and some of their applications. Topics include linear lists, sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files, dynamic memory management, and an introduction to the analysis of algorithms.
Prerequisite: Computer Science 112.

221 Computer Organization and Assembly

Language Programming Programming at the machine level, with emphasis on the logical connection of the basic components of the computer and systems programs. Topics include machine and assembly language programming, basic computer operations, data representation, hardware organization, systems software, and compilers. *Prerequisite:* Computer Science 112.

251 Introduction to Bioinformatics Introduction to the emerging field of bioinformatics, where biology and computer science intersect to interpret and use the rapidly expanding volume of biological information produced by genome sequencing and proteomic exploration of life processes. Application of bioinformatic software tools to the analysis of gene sequences and protein structures is emphasized. Students undertake a laboratory project combining in silico and in vitro approaches to isolate and then analyze a segment of their own DNA. An introduction to computer algorithms used in bioinformatic software is provided. Three class hours and laboratory. Cross-listed as Biology 251.

301 Theory of Computation Study of the basic theoretical principles of the computational model. Topics include finite automata, regular expressions, context-free grammars, Turing Machines, Church's Thesis, Godel numbering, the halting problem, unsolvability, computational complexity, and program verification. *Prerequisite:* Computer Science 201.

311 Design and Analysis of Algorithms Survey of basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and an analysis of the results in terms of usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems. *Prerequisites:* Computer Science 201, Computer Science 216.

322 Introduction to Computer Networks

Introduction to principles used to analyze and build a network of computers. Course covers concepts and issues relating to low-level communications and protocols of computer networking. Students study formal methods for integrating communication events into normal

process cycles of the computer, then concentrate on a study of practices for defining and specifying a formal communications protocol. Throughout the course, students apply principles that they study to existing networks within the department. *Prerequisite:* Computer Science 216. Offered alternate years.

324 Principles of Operating Systems

Study of fundamental concepts of operating systems. Topics include sequential processes, concurrent processes, processor management, memory management, scheduling algorithms, and computer security. Projects include writing of a program to simulate major components of an operating system. *Prerequisite:* Computer Science 216. Offered alternate years.

327 Parallel and Distributed Processing

Introduction to techniques used to implement multiple processor problem-solving environments. Investigation includes several different environments for parallel computing, including SIMD (Single Instruction Multiple Data stream), MIMD (Multiple Instructions Multiple Data stream), and computing in a distributed workstation environment. Students work with actual implementations of each of these environments and explore their advantages and design algorithms appropriate for these environments. *Prerequisite:* Computer Science 216. Offered alternate years.

335 Software Engineering

Introduction to principles used to analyze and specify software systems. Concepts and issues relating to initial stages of the software life cycle are covered. Study examines formal methods for analyzing and investigating environments requiring automation, then studies languages and CASE (Computer-Aided Software Engineering) tools. Throughout the course students apply the principles that they study to situations on campus and within local communities. *Prerequisite:* Computer Science 216.

340 Advanced Systems Design

Formal approach to techniques of software design and development. Integral part of course is the involvement of students, working as a team, in the development of a large software project. Implementation of the software project is in a high-level language that supports modularity and procedural and data abstraction. Topics include formal model of structured programming, modular

decomposition, information hiding, formal program specification techniques, software testing techniques, documentation, and user interfaces. *Prerequisites:* Computer Science 216, one 300-level computer science course, and senior status or permission of department.

341 A Survey of Programming Languages Study of fundamental concepts in the design of programming languages. Concepts include BNF grammar specification, abstract syntax trees, variables, expressions typing, scope, lexical address, procedures, data types, static/dynamic binding, and environment-passing interpreters. Special emphasis is placed on the development of an interpreter using a functional programming language. Other languages are introduced to further illustrate these concepts. *Prerequisite:* Computer Science 216. Offered alternate years.

360 Principles of Database Systems Study of fundamental concepts of database systems. Topics include physical organization of databases, indexing techniques, and query processing. Particular models studied include the Entity-Relationship and Relational. Class projects stress design and implementation of a database. *Prerequisite:* Computer Science 216. Offered alternate years.

371 Introduction to Artificial Intelligence Study of modern techniques for creating software that behaves intelligently. Topics include uninformed and heuristic search, constraint satisfaction, stochastic optimization, game-tree search, propositional reasoning, probabilistic reasoning, Bayesian networks with Markov chain Monte Carlo techniques, and robotics. Course concludes with a class robotics project. *Prerequisite:* Computer Science 216. Offered alternate years.

373 Computer Graphics Study of methods and issues surrounding the construction of graphical images on the computer. Topics include windowing systems and user input, two-dimensional graphics packages, curve drawing techniques, modeling in three dimensions, use of lighting and shading techniques, and the process of rendering images. Student work consists both of using existing packages to create images and of implementing algorithms used in graphical systems. *Prerequisite:* Computer Science 216. Offered alternate years.

374 Compilers Introduction to techniques used to translate high-level computer languages into machine code. Course covers current implementation techniques and relevant theory. Topics include lexical scanning, parsing, abstract syntax trees, semantic analysis, intermediate code generation, and code generation. Students complete a major project involving the compilation of a particular computer language. *Prerequisite:* Computer Science 216. Offered alternate years.

391, 392 Selected Topics

450 Individualized Study: Tutorial Study through individualized reading and projects of an advanced area of computer science by well-qualified students under the supervision of a faculty member. Possible areas of study are software engineering, compiler design, expert systems, parallel architecture, image processing, or topics in the current literature that are of mutual interest to the student and the supervising faculty member. *Prerequisites:* Computer Science 216 and permission of department.

460 Individualized Study: Research Intensive study of a selected topic in computer science or a related area. Research project is completed in collaboration with a faculty member. *Prerequisites:* Computer Science 216 and permission of department.

EAST ASIAN STUDIES

(See Asian Studies)

ECONOMICS

Professor Fender

Associate Professors Fletcher, Kaiser, Stillwaggon
(Acting Chairperson), and Weise

Assistant Professors B.Cushing-Daniels, Hopkins,
and Hu

Overview

A knowledge of economics has become increasingly important for effective participation in a complex society. The department's courses present this knowledge in both historical and contemporary contexts, with a focus on developing the relevant economic theory and identifying, understanding, analyzing, and solving social problems. Economists attempt to explain how societies organize and make decisions for using scarce resources to produce and distribute

goods and services domestically and internationally. Economists examine both macro- and microeconomic problems and consider the implications of alternative solutions for efficiency, fairness, and growth. Courses in the department stress the critical thinking skills of a liberally educated person: gathering of pertinent information; analysis; synthesis; and ability to perceive, create, and choose among alternatives. The department also stresses effective oral and written communication of the insights achieved through study of the discipline. In addition to courses in economics, the department offers courses in introductory statistics.

The department's courses are designed to meet the College's liberal arts objectives, while also serving students who intend to (1) pursue graduate study in economics; (2) enter graduate or professional schools in management, business administration, law, and related areas; (3) pursue careers in business, non-profit private organizations, or government.

Requirements and Recommendations

Economics majors must fulfill the following requirements: All core courses, comprising Economics 101; one course from those numbered 201–239; and Economics 241, 243, 245, 249, and 350. Additionally, the following sequence of advanced courses must be completed: three courses numbered 250–399, no more than one of which is numbered 250–299; and one senior seminar (401–403). A student may take Mathematics 351–352 in lieu of Economics 241; both semesters of the mathematics sequence must be completed for mathematical statistics to substitute for the departmental statistics requirement. Much, though not all, of the material covered in such applied statistics courses as Mathematics 107, Psychology 205, and Biology 260 duplicates that in Economics 241; therefore, credit will not be given for more than one of these courses. Research methodology basic to economics is covered in Economics 241 and 350.

Mathematical modeling and statistical testing are extensively used as tools in economic analysis, and majors in economics are required to demonstrate achievement in mathematics. This requirement can be satisfied by Mathematics 105–106 or Mathematics 111. The department strongly encourages students who have an

interest in majoring or minoring in economics to complete this mathematics requirement during the first year, as some 200-level courses have a math prerequisite. The department also strongly advises students planning to pursue graduate study in economics to take Mathematics 111–112, Mathematics 211–212, and Economics 351–352. Regardless of plans upon graduation, all students will find more options open to them if they are familiar with the use of computers in the manipulation of economic information.

The department offers a minor in economics, which a student can complete by taking Economics 101 and one course from those numbered 201–239; two courses from among Economics 241, 243, 245, 249, and 350; and two courses from among those numbered 250 and above. Additionally, a student minoring in economics must demonstrate achievement in mathematics by completing Math 104, Math 105–106, or Math 111 and must achieve a grade point average of 2.0 or higher in courses counted toward the minor.

Economics 101 and one course from those numbered 201–239 are prerequisites for all upper-level courses in the department. Under special circumstances, a student may petition the instructor of a course for a waiver of course prerequisites.

The departmental brochure, *Economics Department Handbook*, contains additional information about the department and the economic major and minor. Copies are available in the department office, Glatfelter 111, and on the department web page.

Honors, Internships, Special Programs

The Department of Economics values intensive and independent work by its students, as well as their interaction with peers and faculty members on collaborative economics projects. To encourage and recognize high-quality work, we invite junior students with a grade point average of 3.2 or above in their major courses to submit an honors thesis proposal at the beginning of the senior year. Those students whose proposals are approved are invited to join the Honor Research Seminar and present their completed honors thesis to the economics faculty, who make the final decision on granting departmental honors.

We encourage economics majors to consider a semester of off-campus study, preferably during the sophomore or junior year. The senior project makes study abroad or off-campus studies during the senior year inadvisable. The department has information about study abroad programs with course offerings in economics as well as information on the Washington Policy Semester.

101 Introductory Economics An overview of economic systems and economic analysis, with emphasis on the operation of the U.S. economy. Topics include theories of prices, consumer behavior, firm behavior, income distribution, employment, inflation, money, taxes, and global economic interdependence.

201–239 Topics in Applied Economics Application of economic theory to a topic area using and extending the ideas studied in Economics 101. Topics may range from regional economic history and development to sports, gender, and bio-economics. Historical context, policy concerns, and application of economic theory to issues in the topic area are covered. Course introduces writing conventions and research techniques used in economic analysis.
Prerequisite: Economics 101.

241 Introductory Economics and Business Statistics Topics include nomenclature of descriptive statistics; probabilities using the normal, binomial, and Poisson distributions; Chi-square; sampling; estimation of parameters; hypothesis testing; linear regression; and correlation. *Prerequisites:* Economics 101 and one of the following: Mathematics 105–106, 111, or the equivalent or permission of the economics department. A student may not receive credit for both this course and Mathematics 107, Psychology 205, or Biology 260.

243 Intermediate Macroeconomic Theory Examination of classical, neoclassical, Keynesian, monetarist, and new classical post-Keynesian economics, with particular focus on various theories and policies that relate to the determination of national (aggregate) income and price level, the determination and role of interest rates, and the part played by monetary and fiscal authorities in stabilizing the economy. Offered both semesters. *Prerequisites:* Economics 101, one course from 201–239, and Mathematics 105–106 or 111 or its equivalent, or permission of instructor.

245 Intermediate Microeconomic Theory Examination of consumer and producer behavior and economic behavior using the methodological tools of economics. Study covers both individual and collective behavior under different input and output market structures. Analysis also explores implications of such behavior for general equilibrium and economic welfare. *Prerequisites:* Economics 101, one course from 201–239, and Mathematics 105–106 or 111 or its equivalent, or permission of instructor.

249 History of Economic Thought and Analysis Study of the development of economic ideas and policies in relation to the evolution of economics as a discipline from its roots in philosophical discourse to its modern form. Schools of economic thought from Physiocrats to neoclassical economics are examined. Emphasis is placed on the ideas of major contributors to economic thought from Plato to Keynes. *Prerequisites:* Economics 101 and one course from Economics 201–239. *Recommended:* Economics 243 and 245.

250 Economic Development Examination of economic and noneconomic factors accounting for economic growth and development in less developed areas of the world. Various theories of economic growth and development are analyzed and major policy issues discussed. Primary focus is on the study of the development experience in the Third World and the roles of international trade, aid, multinational corporations, as well as the World Bank and the International Monetary Fund, in the formation and application of Third World strategies for economic development. *Prerequisites:* Economics 101 and one course from 201–239. *Recommended:* Economics 243 and 245. Satisfies distribution requirement in non-Western culture.

251 International Economics Introduction to the history and development of international commerce and its relation to the rise of the capitalist system. Fundamentals of international trade and finance are also elaborated, and these tools are applied to such issues as international business cycles, global competition and technical change, balance of payments and trade deficits, and the international debt crisis. *Prerequisites:* Economics 101 and one course from 201–239. *Recommended:* Economics 243 and 245.

253 Introduction to Political Economy and the African Diaspora Examination of the origins and development of capitalism and the contribution of Third World peoples and minorities in the United States to the process and continued growth of capitalist development. Primary focus is on the contributions of Africa and people of African descent. *Prerequisites:* Economics 101 and one course from 201–239. *Recommended:* Economics 243 and 245.

267 Finance Emphasis on financial planning, investment analysis, asset management, and sources and costs of capital. *Prerequisites:* Economics 101, one course from 201–239, and Economics 241. *Recommended:* Economics 243 and 245. Cross-listed as Management 267.

301 Labor Economics Theoretical and empirical study of the functioning of labor markets, with emphasis on wage and employment determination. Topics include time allocation, wage differences, discrimination, investment in education, mobility and migration, impact of legislation, unions and labor relations, and imperfect markets. *Prerequisite:* Economics 245. *Recommended:* Economics 241.

303 Money and Financial Intermediaries Course examines role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy in the context of increased internationalization of financial activity. *Prerequisite:* Economics 243.

305 Public Finance Introduction to principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the United States are considered, along with numerous types of taxes employed by various levels of government to finance their activities. Domestic and international implications of government debt are also considered. *Prerequisite:* Economics 245.

307 The Economics of Growth and Technological Change Study of the causes and consequences of technological change with regard to the

distribution of income and output across countries and within countries. Focus is on understanding the profit incentives driving technological change, and the impact technological change has on individuals' consumption and investment decisions. The role of globalization is explored as a source of output growth, with special attention paid to market failures in the market for new knowledge and how government policies are used to arrive at more efficient growth paths. Empirical examination explores the most important sources of economic growth and the rising disparity between incomes of skilled and unskilled workers in the United States. *Prerequisite:* Economics 243.

308 Introduction to Political Economy Investigation into political economic and policy problems not directly confronted by mainstream economics. Focus is on power relations, especially on who gains and who loses in a given set of economic relationships. Examples of significant issues include the challenge for governments caused by the power of multinational corporations in a globalized world; the implications of inequalities attributable to gender, ethnic, and class relations; the proliferation of speculative financial activities and their implications for productivity; and growing poverty in both rich and poor countries. *Prerequisite:* Economics 243 or 245.

309 International Finance and Open Economy Macroeconomics Study of international financial markets and their interactions with the macroeconomy. Topics include balance of payments accounting and foreign exchange markets. A theoretical model of the macroeconomy that incorporates international trade and foreign exchange markets is used to address a number of policy issues, such as the operation of fixed exchange rate systems, exchange rate crises, the evolution of the international monetary system, economic integration, and problems in the global capital market. *Prerequisite:* Economics 243.

341 Environmental Economics Investigation of the relationship between the economy and the environment. Conditions for mainstream theories and policies, including those based on externalities and social costs, property rights,

cost-benefit analysis, and discounting, are studied in light of conditions required for sustainability. Problems and prospects of both market controls and government regulation are considered. Special topics include renewable resources, valuation techniques, accounting for pollution and resource depletion in GDP statistics, and sustainable development. *Prerequisite:* Economics 245 or Environmental Studies 212.

342 Industrial Organization and Public Policy

Application of microeconomic theory to the structure of industry. Course considers traditional, as well as recent and interdisciplinary theories of firm and industry behavior, with particular focus on oligopoly and game theory. Course also reviews the economic history of U.S. antitrust and regulatory policies and examines the effect of greater global interdependence. Students evaluate alternative policies for static economic efficiency, technological change, and equity. *Prerequisite:* Economics 245 or permission of instructor.

348 The Economics of Spatial Environmental Analysis

Application of advanced economic analysis to environmental problems. New media, technology, and data have rapidly enhanced the economist's abilities to study problems in the environment and offer policy recommendations. Topics include national and global resource use, resource valuation, environmental justice, and economic and environmental policy through the frameworks of integrated resource policy and spatial analysis. Economic problems posed by imperfect information, uncertainty, and secondary data sources are considered.

Prerequisite: Economics 245 or Environmental Studies 212; or permission of instructor.

350 Quantitative Methods in Economics

Advanced statistical theory and the use of computers in data analysis. Topics include some applications of mathematics to economics, hypothesis testing and model specification, multiple regression and the determination of model acceptability. *Prerequisites:* Economics 241, 243, and 245.

351 Application of Mathematics to Economics

and Business Introduction to the application of calculus and matrix algebra to economics and business. Numerous illustrations of mathematically

formulated economic models are used to integrate mathematical methods with economic and business analysis. *Prerequisites:* Economics 243, 245, and 350 and Mathematics 111 or 105–106.

352 Econometrics Study of the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 241, 243, 245, and 350, plus one other 300-level course.

401 Seminar: Advanced Topics in History of Economic Thought and Alternative Paradigms of Economic Analysis

Investigation of different perspectives in economics. Close readings of classic primary texts are used to examine issues in the history of economics and alternative approaches to understanding the contemporary economy. Topics include competition, endogenous growth, technical change, effective demand, money and credit, and economic policy.

Prerequisites: Economics 241, 243, 245, 249, plus at least one 300-level course.

402 Seminar: Advanced Topics in Theoretical and Applied Macro- and Monetary Economics

Examination of advanced topics in macroeconomics and monetary theory and applications. Particular focus rotates, and includes such topics as the new neoclassical theory, rational expectations and post-Keynesian theory, monetary issues in international trade and economic development, econometric studies of money, regulation, and banking safety.

Prerequisites: Economics 241, 243, 245, and 249, plus at least one 300-level course.

Recommended: Economics 303.

403 Seminar: Advanced Topics in Theoretical and Applied Microeconomics

Examination of special topics in advanced microeconomic theory and applications. Particular focus varies, and includes such topics as new household economics, industrial organization and public policy, game theory, information costs-structure-behavior, production and cost functions, welfare economics, and micro aspects of international trade.

Prerequisites: Economics 241, 243, 245, and 249, plus at least one 300-level course.

420 Honors Research Seminar Seminar for students writing the senior thesis. Each participant completes an original research project under the supervision of a faculty thesis adviser. Students discuss course readings, review research methods, and present and discuss their findings. *Prerequisite:* By department invitation only.

460 Individualized Study Topics of an advanced nature for well qualified students. Individual reading and research, under the supervision of a faculty member. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisites:* Permission of supervising faculty member and department chairperson. Offered both semesters.

EDUCATION

Professor Brough (Chairperson)

Associate Professor Pool

Director of Field Experiences and Adjunct Professor Foreman

Lecturer Stebick

Adjunct Professor Ruggles

Overview

The purposes of the teacher education programs are to give students a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching and other field experiences.

Other departments work cooperatively with the education department in the preparation of teachers in secondary education, elementary education, and music education. All education programs are competency-based and have received accreditation from the Pennsylvania Department of Education. The liberal arts are central to the College's teacher education programs.

Requirements and Recommendations

Students planning to teach must complete a major in an academic department of their choice and fulfill all the requirements for the bachelor of arts degree or the bachelor of science degree. Upon completing a program in teacher education, students are eligible for a Pennsylvania Certificate, Instructional I, enabling them to teach in the public schools of the Commonwealth and other states with similar

requirements. Students who pursue teacher certification are required to demonstrate competence in oral and written communication skills and technology literacy prior to certification. A minimum of forty hours of field experience and participation in schools is required during the sophomore and junior years prior to acceptance into the Education Semester. Students who are seeking an Instructional I Certificate must have successfully completed the Praxis Series of the National Teachers' Exams (NTE) PPST reading, writing, and mathematics (prior to acceptance into the Education Semester) and specialty area (elementary education or the subject area for which candidates are seeking certification).

Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, mathematics, English, citizenship education, social sciences, social studies, music (K–12), or German, Latin, French, and Spanish (K–12). Early planning beginning in the first year is essential for all of these programs. For secondary and K–12 education, the Education Semester consists of Education 304 (one course unit) and 476 (Student Teaching, worth three course units). Only these courses may be taken during the Secondary Education Semester.

The elementary education program is distinctive in giving students the opportunity to concentrate on liberal arts studies and complete an academic major, thus qualifying for the bachelor of arts degree. Students interested in this program should consult with the Education Department preferably during the first year or no later than the fall semester of the second year. For elementary education, the Education Semester consists of Education 334 (one course unit) and 476 (Student Teaching, worth three course units). Education 334 includes a classroom-based case study in literacy instruction. Only these courses may be taken during the Elementary Education Semester.

Students, in consultation with their major department, will select either the fall or spring semester of the senior year as the Education Semester. A Ninth Semester Option offers the Education Semester the fall semester following graduation. This option, which includes only the

Education Semester, is provided at cost to these recent Gettysburg College graduates who have been accepted into the program. (Cost for 2007 is approximately \$3,300, plus room, board, and certification fees.) Student teaching experiences are completed at a school district in proximity to the College, or the student may elect to apply to student teach abroad for part of a semester.

The admission of a student to the Education Semester depends upon the student's academic achievement, passing scores in Praxis Basic Skills tests, demonstrated competence in communication skills, and a recommendation from the major department. Guidelines for evaluating a student's academic achievement are a minimum accumulative grade point average of 3.0. The successful applicant must have earned a C grade or higher in all education courses. All courses with an education prefix may be repeated only once. The student is also evaluated on such professional traits as responsibility, integrity, enthusiasm, ethical behavior, timeliness, and communication skills. Applications for the Education Semester may be obtained in the Department of Education office and must be completed and submitted for approval by the Teacher Education Committee by October 15 of the academic year prior to student teaching.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed baccalaureate programs in education at colleges approved by its own state department of education. Numerous states require specific scores on portions of the Praxis Exams. See the Education Department for details.

A student seeking teacher certification may also choose to minor in education. The minor in secondary education consists of the following courses: Education 201, 209, 303, 304, and 476 (worth three course units). A minor in elementary education consists of Education 201, 209, and 476 (worth three course units) and three of the following courses: Education 306, 331, 334, or 350. Completion of all courses is required for teacher certification in elementary education. The minor for K–12 programs consists of Education 201, 209, 303, 304, and 476 (worth three course units). A student who elects to student teach during the Ninth Semester Option is not eligible to officially declare a

minor in education, but still takes a concentration of courses in education leading to teacher certification.

201 Educational Psychology Study of psychological principles related to learning and cognition and the personal, moral, and social development of the school-aged child. Developmentally appropriate instructional practices, students with exceptionalities, and teacher reflection are also discussed. For students registered in the teacher certification program. Repeated spring semester.

209 Social Foundations of Education Study of professional aspects of teaching, historical and philosophical development of American education, and the relationship of schools to society. Current issues affecting schools, such as organization, reform, and national legislation, are examined. Repeated spring semester.

303 Educational Purposes, Methods, and Educational Media of Specific Subjects Designed for secondary and K–12 education students, a review of the general methods and techniques of the teaching-learning process through a technological approach. Theory, skills, concepts, attitudes, and use of materials and resources are covered. Topics also include student evaluation, logistics of classroom management, special needs of students, interdisciplinary connections, development and teaching of lesson plans for field experience, and the construction of a major unit of study. *Prerequisite:* Education 201.

304 Techniques of Teaching and Curriculum of Specific Subjects Seminar designed for secondary and K–12 education students, with instruction in the subject-specific disciplines offered in conjunction with Education 476 Student Teaching. Reading, writing, and teaching in specific content areas, legal issues, family involvement, classroom management, and student exceptionalities are covered. *Prerequisite:* Acceptance into the Education Semester. Repeated spring semester.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, and Music Application of principles of learning and human development to teaching social studies. Included is the correlation of art and music with the teaching of the social sciences. A portion of the course is devoted to the development of a web-based resource unit. *Prerequisites:* Education 201 and 350, or permission of instructor. Offered both semesters.

331 Comprehensive Literacy Instruction

Introduction to theory, problems, and approaches to developmental reading instruction and the language arts. Current trends relating to acquisition of language and reading and writing skills are studied. Young adult and children's literature are explored in relation to the learning process. Designed for teachers of all grade levels. *Prerequisite:* Education 201. Repeated spring semester.

334 Assessment for Literacy Instruction

Designed for elementary education students, a seminar emphasizing informal and formal assessment techniques and processes within an interactive assessment-instruction framework. The processes for administering assessments are addressed through the development of a reading case study. Also covered are legal issues, family involvement, classroom management, and student exceptionalities. Offered in conjunction with Education 476 Student Teaching. *Prerequisite:* Acceptance into the Education Semester. Repeated spring semester.

350 School Science and Mathematics: Methods, Concepts, and Instructional Media

Study, research, and field experience in science and mathematics education. Course enables students who are pre-service teachers to acquire the necessary theory, skills, concepts, attitudes, use of materials and resources, technology, and appropriate teaching techniques. The course design assists students in the understanding of how children learn science and mathematics. Students learn to teach effectively through curriculum integration. *Prerequisite:* Education 201 or permission of instructor. Repeated spring semester.

411 Internship in Literacy Instruction Designed for future secondary English teachers. Includes an internship providing practical planning, teaching, and assessment of student work in reading, writing, vocabulary, and grammar for the 7–12 classroom. Required of all majors in English planning to enroll in the secondary education program; must be completed prior to student teaching. *Prerequisite:* Education 331. Offered during fall semester.

461 Individualized Study—Research

Offered both semesters.

471 Individualized Study—Internship

Offered both semesters.

476 Student Teaching Student observation, participation, and full-time teaching under supervision of an experienced certified teacher and a college adviser. Group and individual conferences are held to discuss pedagogical issues, principles, and problems. Students spend 12 to 15 weeks in the classroom. Course carries three course credits. *Prerequisites:* All required education courses and acceptance into the Education Semester. Repeated spring semester.

ENGLISH

Professors Berg, Garnett, Lambert, Larsen Cowan, Myers, Stitt, and Will
Associate Professors Fee, Flynn, Goldberg, Leebron, Rhett, Ryan (Chairperson), and Solomon
Assistant Professors Burleigh, D'Addario, Duquette, and Dworkin
Lecturers Lane and Moffett
Adjunct Instructors Altieri, Isherwood, Lindeman, Mulligan, Saltzman, Sellers, Smith, and Tartamella

Overview

Courses offered by the English department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in business, teaching, law, publishing, journalism, and government service, and for graduate study leading to advanced degrees in literature, writing, the ministry, and library science. Majors have also enrolled in graduate programs in business, urban planning, social work, public administration, and others.

The department offers a major in English and American literature, a minor program in each field, and a writing minor.

A well-balanced program for a major in English and American literature should include: (1) knowledge of the literary history of England and America; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) study in depth of the work of one author of significance; and (5) some knowledge of the history of the English language and of English as a system.

The Writing Center

The Writing Center, staffed by several English department faculty members and specially trained Gettysburg College students, is a valuable resource. The Writing Center is open six days a week, and there is no charge for this service. The Center's staff assists students with their writing in the following ways:

- Discusses an assignment in order to clarify it or to plan a method of approach;
- Helps in organizing a paper or other piece of writing, such as a letter of application;
- Suggests ways to make troublesome parts of a paper more effective;
- Shows ways to correct recurring grammatical errors.

Requirements and Recommendations

Major Requirements: The major in literature requires eleven courses in English and American language and literature. To obtain the desired distribution of courses, majors elect courses from the following categories:

I. Introductory Studies in Literature (100 level). Students may count one introductory literature course as an elective toward the major. These courses include

- English 111, 112, 113, or 114
- Introduction to literature courses (120–199)
- First-Year Seminars focused on literature

II. Intermediate Studies in Literature (209–299). Students must take at least four 200-level literature courses, one of which must come from the studies in criticism and theory group (290–299).

III. Advanced Studies in Literature (310–369). Students must take at least four 300-level topics courses.

IV. Seminar (English 400–409). Students must take at least one literature seminar.

Majors may count two electives toward the major. Electives can include no more than one 100-level course and no more than one 200- or 300-level writing course. Additional 200- or 300-level literature courses may also count as electives, and IDS 103 or 104 may be counted for elective credit.

To ensure that students experience a sense of the breadth of English and American literature, two of their eleven courses must focus on literature written before 1700 (i.e., medieval,

Renaissance, or seventeenth-century literature), and two of their eleven courses must focus on literature written between 1700 and 1900 (i.e., literature of the eighteenth and/or nineteenth centuries). Such courses are marked with an asterisk (*) in the catalog.

Students who go abroad for a term may only count two courses for the major; only one of these may count as a topics course. Students who study off campus for a full year may count a third course toward the major.

English 101 may not be used to fulfill the department's major requirements. One writing course (201, 205, 300–307) may count toward the major.

Minor Requirements: Requirements for the minor in literature are six courses. All minors must take two Intermediate courses (English 216–289) and at least two Topics in Literature courses (English 310–375). No more than one Introductory Studies in Literature course (English 111–139) or designated first-year seminar may count toward the minor. Writing courses, with the exception of English 101, may be used to fulfill the department's minor requirements.

Writing Minor Requirements: Requirements for the writing minor are six courses. These include Introduction to Creative Writing (English 205) and at least four courses from the grouping, English 201 and 300–309. Students may also take an individualized Study in Writing, a one-semester internship at the *Gettysburg Review*, or IDS 203 Journalistic Writing.

The English major provides students interested in teaching with an exceptionally strong foundation on which to build their professional careers. Our department works closely with individual students and with members of the Education department to make certain that our graduates meet certification requirements set by the Commonwealth of Pennsylvania. Students pursuing education certification take a range of courses in British and American literature, in writing, and in the history or structure of the English language. They develop both historical depth and awareness of the diverse voices that have helped shape our literary tradition. All English majors who are interested in receiving certification in either elementary or secondary

education should meet with the chair of the English department no later than the fall of their sophomore year to begin planning how they will meet departmental, college and state requirements. The department cooperates in offering Education 411, Internship in Teaching Composition. Students planning to do graduate work in English should develop proficiency in Latin, French, or German.

English majors may take internships in a variety of fields, such as journalism, law, public relations, publishing, radio, and television. Students who wish to apply for internships must secure from their advisers a statement of the department's policy regarding application deadline, form of proposal, requirements, and grading.

Curricular Goals

The following courses fulfill various curricular goals:

- Effective Communication/First-Year Writing: English 101, 111, 112, 113, and 114
- Multiple Inquiries/Arts: English 205
- Multiple Inquiries/Humanities: Any course numbered 211–289
- Local and Global Citizenship/Cultural Diversity (Non-Western): English 113 or 235
- Local and Global Citizenship/Cultural Diversity (Domestic or Conceptual): English 120, 216, or 236

Senior Honors Program

English majors who have shown special promise in English will be invited to complete a thesis during their senior year. Students in this program will typically write a thesis during the fall semester under the direction of a member of the department. Only students selected for and successfully completing the program will be eligible to receive honors in English. For details of the program, consult the English department.

101 Introduction to College Writing

Introduction to academic writing with a stress on expository skills, which are developed as students write and revise a series of essays. The course should increase a student's critical capacities, sensitivity to language, and awareness that written communication is essential to success not just in college courses, but after graduation as well.

111 Writing Through Literature Writing-intensive introduction to literature using poetry, drama, short stories, and novellas. Emphasis is on the process method of writing, basic techniques of literary analysis, and library research. May be used to fulfill the College's first-year writing requirement.

112 Writing the Classics Introduction to academic writing based on the close reading of classical texts from the Greek, Roman, and/or Judeo-Christian traditions. Students write regularly in response to reading assignments and take a series of essays through an extensive revision process. Critical thinking and links with a variety of academic disciplines are stressed along with research, documentation, editing, and writing fundamentals.

113 Writing in and about the Native American Tradition Study of ancient and contemporary Native American poetry and fiction with emphasis on academic writing. Students write regularly in response to reading assignments and engage in extensive revision of their work. Close attention is given to the development of academic voice, editing, documentation, critical thinking, research skills, and writing a reflective preface that is representative work from a first-year writing course.

120 Shakespeare's Sister: Women's Literature in English Study of British and American women writers of the past 500 years, beginning with Queen Elizabeth and her contemporaries and ending with figures such as Virginia Woolf, Toni Morrison, and Maxine Hong Kingston. The impact of gender on the creative process is considered, along with how economics, class, and racial issues intersect with gender to produce a unique female voice. Limited to first-year students and sophomores.

201 Writing the Essay Intensive course in advanced rhetorical techniques, with particular emphasis on analysis of evidence, selection of appropriate style, and importance of revision.

205 Introduction to Creative Writing Workshop in the writing of short stories, verse, and plays, with an analysis of models. The course may be used to fulfill the distribution requirement in arts.

209 History of the English Language

Examination of the origin and development of the English language, from its earliest beginnings in the misty past through Old English (or Anglo-Saxon), Middle English, Early Modern English, and present-day English, including its use across the post-modern globe.

216 Images of Women in Literature Examination of various ways women have been imagined in literature, with consideration of how and why images of women and men and of their relationships to one another change, and how these images affect us. Emphasis is placed on developing the critical power to imagine ourselves differently. Cross-listed as Women's Studies 216.

226 Introduction to Shakespeare Course endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and his importance in the development of Western literature and thought. Designed for students not majoring in English.

***230, *231, 232 Survey of English Literature** Historical survey of English literature from *Beowulf* through the twentieth century, with some attention to the social, political, and intellectual backgrounds of the periods under investigation. Selected works are discussed in class to familiarize students with various methods of literary analysis; students write several short critical papers each semester.

232 Romanticism through Modernism Study of the changing shape of English literature from the nineteenth to the early twentieth century. Representative Romantic, Victorian, and modern authors may include Wordsworth, Coleridge, and Shelley; Tennyson, Browning, and Rossetti; and Yeats, Eliot, and Woolf. Through the fiction and poetry of these authors, some of the ideas and anxieties of this age are explored, such as the relationship between science and faith, the role of women, and the impact of colonialism.

233, 234 Survey of American Literature Chronological study of American writing from colonial days through the present, with some attention to the social, political, and intellectual backgrounds. Primary emphasis during the first half of the sequence falls on the Puritans and

American Romantics; the second half surveys writers from the Romantics forward, including such figures as Twain, Chopin, James, Williams, Stevens, Faulkner, Hughes, as well as selected contemporary writers.

235 Survey of African American Literature Overview of African American literature in several genres from the antebellum period through the late twentieth century.

236 Major African American Authors of the Twentieth Century Introduction to twentieth-century African American authors who have acquired prominent and permanent status in American letters and a study of literary theories that have addressed questions of black writing and representation. Inquiry analyzes the ways in which the historical and political moment of production accounts for the different ways that the black experience is represented by African Americans. Close attention is paid to the ways that literature by African Americans asserts black humanity, revises history, and redresses historical injury.

240–260 Studies in Literature Intensive study of a single writer, group, movement, theme, or period. These courses may be counted toward the major: Seventeenth-Century British Literature, The Unreasonable Age of Reason, Your Heart's Desire: Sex and Love in Jewish Literature, American Poetry, and Literature and Politics of Early Modern England.

299 Critical Methods Introduction to advanced literary study. Attention is placed on close reading, using the library and electronic resources and incorporating scholarly perspectives. Course also considers a variety of theoretical approaches to literature and their place within contemporary literary scholarship.

300 Forms of Fiction Writing Discussion course in the writing and reading of alternative forms of fiction. Aim is to enhance understanding and implementation of various alternatives to short fiction, including short-short fiction, the novella, and the novel. Each student completes two short-short stories and a fragment of a novella or the opening of a novel. All styles and subjects are welcome, and students are encouraged to discover and exercise their unique writing voices.

301 Writing Short Fiction Workshop in the reading and writing of short stories. Aim is to understand and implement various techniques and strategies of short fiction, including characterization, character development, variance of voice, transport, and resonance. Each student is to complete a number of exercises and two short stories (with both revised), as well as written critiques. *Prerequisites:* English 101 or equivalent; English 205 or permission of instructor.

302 The Writing of Poetry Study of theory, process, craft, and practice of the writing of poetry. Course has a substantial writing component and combines workshop methods with lecture, analysis of models, and discussion. Close attention is paid to rhythm, rhyme, image, diction, syntax, open forms, and closed forms. Students from all disciplines are welcome—a mix of interests enlivens the class. *Prerequisites:* English 101 or equivalent; English 205 or permission of instructor.

304 Writing The Personal Essay A workshop in the personal essay, which explores an idea from an individual's point of view, requiring both persuasiveness and a distinctive voice. Texts include Phillip Lopate's *The Art of the Personal Essay* and at least one contemporary American single-author collection. Students serve as peer critics. *Prerequisites:* English 101 or equivalent; English 205 or permission of the professor.

306 Writing the Memoir Workshop in the reading and writing of memoir. Students develop narratives based on personal experience and address the question of how to transform memory into compelling writing through the analysis of appropriate models and discussion of student work. Each student is expected to complete various exercises and critical responses, as well as a substantial memoir project. *Prerequisites:* English 101 (or equivalent); English 205, or permission of instructor.

309 Topics in Writing Writing workshops that are organized according to theme, motif, or subgenre or that address the problem of writing with a specific audience in mind.

309 History as an Occasion for Imaginative Writing Workshop in the writing of poetry and/or fiction in which literary construction draws from the factual realm of history. Students

research historical periods and/or persons in which they have an interest and then, making use of this material, write imaginative literature. Other course components include close readings of historical fiction/poetry models and lectures/discussions regarding theoretical and practical issues arising from use of historical subject matter in imaginative writing *Prerequisite:* English 205.

309 Intersections with the Past Multi-genre study of poems, fiction, and plays that intersect with and play upon existing texts and traditions, such as the Greek myths, Bible stories, and Grimm's fairy tales, in order to explore the many ways in which these inherited materials can be used by contemporary writers. Myths, epics, sagas, tales, and texts of many religious, cultural, and literary origins are approached as possible templates for student writing. Students may write in one or multiple genres and are expected to enrich the course content by searching out additional material to stoke the fires of imagination.

***310–*319 Topics in Medieval and Renaissance Literature** Study of a variety of authors, themes, genres, and movements, ranging from Anglo-Saxon poetry and prose through Shakespeare's works. Several sections, each with a different subject (such as Mythology in the Middle Ages or Love in the Renaissance), are offered every year.

***320–*329 Topics in Seventeenth- and Eighteenth-Century British Literature** Study of a variety of authors, themes, genres, and movements, ranging from Donne and Herbert through Johnson, Boswell, and Burke. Several sections, each with a different subject (such as Dr. Johnson and His Circle or Growing Up in the Eighteenth Century), are offered every year.

325 Eighteenth-Century Novel Study of the novel, a young genre in the history of literature, "invented" in the eighteenth century. Then called "a new species of writing," the novel offered freedom to explore many facets of the human condition, resulting in some of the best fiction ever written.

330–339 Topics in Nineteenth- and Twentieth-Century British Literature Study of a variety of authors, themes, genres, and movements, ranging from Blake, Wordsworth, and Coleridge through Yeats, Eliot, Woolf, and selected

contemporary writers. Several sections, each with a different subject (such as Dickens or The Romantic Mind), are offered every year.

333 Victorian Aesthetics Exploration of the intersection between literature and the visual arts, with special attention paid to the Pre-Raphaelite, Aesthetic, and Decadent movements, which affected all branches of art. Inquiry studies the treatment of women by these movements (both as artists and as objects of art) and considers the political implications of the aesthetic theories of these artists.

340–349 Topics in American Literature Study of a variety of authors, themes, genres, and movements, ranging from colonial writers through selected contemporary authors. Several sections, each with a different subject (such as The Harlem Renaissance; American Modernism; Wharton, Dreiser, and Cather; Fiction of the Sixties; American Gothic; or The Beats in American Literature), are offered every year.

342 American Poetry Study of the development of American poetry from 1620 to 1945. Emphasis is on Taylor, Whitman, Dickinson, Frost, Eliot, and Stevens.

344 Contemporary American Poetry Study of American poetry written since World War II by such poets as Elizabeth Bishop, James Wright, Charles Wright, Charles Simic, Rita Dove, and Sharon Olds. The class may be visited by one or more of the poets.

347 Contemporary American Fiction Study of the form, content, and diversity in American fiction since the 1940s, drawing on a selection of novels and short stories by such writers as Updike, Nabokov, Stone, Didion, DeLillo, and others.

350–359 Special Topics in Literature Study of a variety of authors, themes, genres, and movements. These courses may focus on literature that cuts across a variety of historical periods or that is from both the United States and Great Britain, or from non-Anglo-American, English-speaking countries. In addition, some of these courses may focus on schools of literary criticism and theory.

350 Geographies of the Mind: Imagined Islands, Fancied Countries, and Mendacious Maps Study of the literature of the so-called Age of Exploration and Discovery featuring numerous imaginary journeys, discoveries, and explorations. Why, in

an era of scientific advances and efforts to measure and describe a newly emerging physical world, did human need evidently inspire a corresponding flood of geographic fiction? What did writers and readers find in imaginary travel literature that the genuine accounts did not speak to or satisfy? Readings include Shakespeare's *Tempest*, Defoe's *Robinson Crusoe*, Swift's *Gulliver's Travels*, and Poe's *Adventures of A. Gordon Pym*.

***365 Shakespeare: Earlier Plays**

Study of Shakespeare's early plays—through *Hamlet* and *Troilus and Cressida*—to understand both Shakespeare's relation to the received traditions of his time and his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays are carefully analyzed.

***366 Shakespeare: Later Plays** Study of Shakespeare's later plays to understand both Shakespeare's relation to the received traditions of his time and his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays are carefully analyzed.

401 Blindness, Exile, and Insight: Milton and Anxiety

Exploration of Milton's major poetry and revolutionary prose. Study investigates the challenges faced by this epic poet: the anxiety over the legitimacy of his poetic calling that never dissipated, the failure of the political cause he ardently fought twenty years for, and the loss of his eyesight in the midst of his writing life. Inquiry seeks to clarify the role that anxiety played in Milton's poetic creativity and that it may play more generally in the nature of artistic creation. Attention is given to Milton's monumental literary achievement, *Paradise Lost*, and the numerous questions it raises about the origins of evil in our human world and the nature of divinity.

403 The Sister Art(ist)s: The Brontës in Novel and Film

Exploration of the poetry, novels, and contemporary film versions of works by the Brontë sisters. Analysis examines the "sister bond" between Charlotte Brontë (author of *Jane Eyre*), Emily Brontë (author of *Wuthering Heights*), and Anne Brontë (author of *The Tenant of Wildfell Hall*). Topics include how their respective novels were received in their own day

and the tensions the sisters experienced and the alliances they formed with one another while living and writing in a household of writers. Study of the sister artists is complemented by a study of the sister arts of literature and film through viewing film adaptations of several Brontë novels.

403 Thomas Hardy Examination of selected novels, short stories, and poems by Thomas Hardy. Inquiry covers the social, intellectual, and literary contexts of the life and work of this English writer, whose life and career spanned most of the Victorian period and continued well into the 20th century. Analysis traces how Hardy's novels depict tragic figures set within beautifully rendered pastoral landscapes, how his short stories explore the weirdnesses of rural life, and how his poetry runs the gamut from folk ballads to elegies to epic. Study includes film versions of several of Hardy's novels.

404 Time, Memory, and Narrative Structure Exploration of the uses of narrative in structuring time and memory and the uses of time in structuring narrative. Study includes close reading of a small number of imaginatively rich, philosophically dense fictional texts, including works by Nabokov, Borges, and Pynchon, in conjunction with theoretical writings on the nature of time, including works by Bergson and Ricoeur. Analysis investigates thematic developments in the production, reproduction, and representation of historical trajectories, personal epiphanies, and the serviceable fictions through which they are understood.

464 Honors Thesis Individualized study project involving the research of a topic and the preparation of a major paper under the direction of a member of the department. Research and writing are done during the fall semester of the senior year. *Prerequisites:* By invitation of department only.

Individualized Study Individual tutorial, research project, or internship under the supervision of a member of the staff. Student must submit a written proposal to the department well in advance of registration. *Prerequisite:* Approval of department and of directing faculty member. Offered each semester.

ENVIRONMENTAL STUDIES

Professors Commito, Delesalle, and Mikesell
Associate Professor Wilson (Chairperson)
Assistant Professors Nielsen, Ogra, Platt, Principato,
and Urcuyo

Overview

Environmental studies is an interdisciplinary department designed to provide students with the expertise necessary to analyze and resolve complex issues related to the environment. Faculty from eleven departments on campus teach courses in the environmental studies major, making it one of the most comprehensive small-college environmental programs in the country. Although local terrestrial, freshwater, and marine habitats are studied, the program is national and international in scope. Students are encouraged to take advantage of Gettysburg's proximity to scientific and policy-making agencies in the Pennsylvania state capital and Washington, D.C. Environmental studies students are actively involved in a wide variety of activities across the country, from working on economic development issues with Native Americans in Arizona to collecting field data on the ecology of Maine's coastal zone. At the global level, students can utilize the College's extraordinary travel opportunities to investigate firsthand the environmental problems facing Africa, Asia, Europe, and Latin America. In the classroom or laboratory, on an internship site or service-learning project, in the comfort of the library or under demanding field conditions, students are taught to approach environmental issues with an open mind, to examine alternatives carefully, and to write and speak effectively about their work.

Curricular Goals

The following courses help fulfill various curricular goals:

- Multiple Inquiries/Natural Sciences: Environmental Studies 121, 122, 123, 124, 126, 128, 130, and 196
- Multiple Inquiries/Social Sciences: Environmental Studies 161

Requirements and Recommendations for the Major

The Department of Environmental Studies offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree. The

Bachelor of Arts degree requires a minimum of eleven courses. The Bachelor of Science degree requires a minimum of fourteen courses. The Environmental Studies major consists of a set of core courses (including a senior capstone experience), a major essay, and an area of concentration. One course among ES 121–161 may count as an entry to the major depending on the particular area of concentration chosen (see below). In addition to the specific areas of concentration listed here as models, students may design their own unique area of concentration in consultation with their environmental studies faculty advisor.

Core Requirements

Bachelor of Arts: The core requirements for the Bachelor of Arts degree consist of six courses. Students usually begin the major by completing the first five environmental studies core courses (ES 196, 211, 223, 230, and a course in environmental humanities). The 400-level capstone requirement is met in the senior year.

ES 196 Environmental Science and Society

ES 211 Principles of Ecology OR

Bio 205 Ecology

ES 223 Introduction to Earth System Science

ES 230 Introduction to Geographic Information Systems

ES 400 Environmental Studies Seminar OR

ES 460 Individualized Study: Research

One course in environmental humanities

(chosen from the following):

ES 252 The Rocky Mountain West: Cultural Geography

FYS 139 Key Ideas in American Environmentalism

FYS 148 Gender and the Global Environment

IDS 204 Fly-Fishing in Spirit, Language, and Practice

Phil 105 Contemporary Moral Issues (*the section taught by Professor Ramanathapillai*)

Phil 107 Environmental Ethics

Rel 226 Native American Religions

Bachelor of Science: In addition to the six core requirements listed above, students pursuing the Bachelor of Science degree must complete two additional two-course sequences in the natural sciences and fulfill a mathematics/statistics requirement.

Natural Sciences (choose at least two two-course sequences)

Bio 111 Introduction to Ecology and Evolution

AND **Bio 112** Form and Function of Living Organisms

Chem 107 Chemical Structure and Bonding

AND **Chem 108** Chemical Reactivity

Phys 103 Elementary Physics I AND

Phys 104 Elementary Physics II

Phys 111 Introductory Modern Physics I AND

Phys 112 Introductory Modern Physics II

Mathematics/Statistics (choose at least one option)

Bio 260 Biostatistics

Econ 241 Introductory Economics and Business Statistics

Math 105–106 Calculus with Precalculus

Math 107 Applied Statistics

Math 111 Calculus

Pol Sci 215 Political Science Research Methods

Area of Concentration

In addition to the core requirements, students pursue advanced course work within a particular topical area of concentration within the major. Students complete at least five courses within an area of concentration, three of which must be ES courses at or above the 240 level unless alternative arrangements are made with the department chair. Some courses have prerequisites. Courses may count more than once in the major, as long as the minimum number of courses is met for the Bachelor of Arts degree or the Bachelor of Science degree, eleven and fourteen respectively. The following are suggested areas of concentration.

Applied GIS and Spatial Analysis

Area core:

One statistics course (*see list under B.S. core requirements*)

ES 263 Remote Sensing

ES 312 Environmental Applications of GIS

Electives:

Any additional ES 300-level course

CS 103 Introduction to Computing OR

CS 111 Computer Science I

Econ 348 The Economics of Spatial Environmental Analysis

Math 212 Linear Algebra

One course among ES 121–161 or FYS 120, 139 or 148 as entry to the major or by permission of the department

Conservation Biology

Area core:

- Bio 111** Introduction to Ecology and Evolution
- Bio 112** Form and Function of Living Organisms
- ES 316** Conservation Biology

Electives:

- One biology course with a taxonomic focus (Bio 200, 204, 217, 218, 224, or 227)**
- Bio 211** Genetics
- Bio 307** Limnology
- Bio 314** Evolution
- ES 245** Terrestrial Ecosystems
- ES 251** The Rocky Mountain West: Physical Geography
- ES 263** Remote Sensing
- ES/Bio 306** Marine Ecology
- ES 312** Environmental Applications of GIS
- ES 333** Environmental Policy
- ES 350** Coastal Ecology of Maine

Earth Systems Science

Area core:

- ES 318** Glaciers and Records of Climate Change
- ES 322** Geomorphology OR **ES 323** Geologic Disasters and Global Change
- One two-course sequence** (chosen from the following):
 - Chem 107** Chemical Structure and Bonding and **Chem 108** Chemical Reactivity
 - Phys 103** Elementary Physics I and **Phys 104** Elementary Physics II
 - Phys 111** Mechanics and Heat and **Phys 112** Waves and Electricity and Magnetism

Electives:

- Astr 208** Topics in Astronomy
- Bio 307** Limnology
- ES 240** Energy: Production, Use, and Environmental Impact
- ES 263** Remote Sensing
- ES/Bio 306** Marine Ecology
- ES 312** Environmental Applications of GIS
- ES 324** Soil, Water, and the Environment
- ES 350** Coastal Ecology of Maine
- FYS 120** Geology of the National Parks

Environmental Policy and Management

Area core:

- ES 333** Environmental Policy
- Pol Sci 101** American Government OR **Pol Sci 103** Introduction to International Relations OR **Pol Sci 104** Introduction to Comparative Politics

Electives:

- Anth 223** Indigenous Peoples, the Environment, and the Global Economy
- Econ 250** Economic Development
- Econ 341** Environmental Economics
- ES 240** Energy: Production, Use, and Environmental Impact
- ES 251** The Rocky Mountain West: Physical Geography OR **ES 252** The Rocky Mountain West: Cultural Geography
- ES 263** Remote Sensing
- ES 312** Environmental Applications of GIS
- ES 317** Chesapeake Bay
- ES 350** Coastal Ecology of Maine
- IDS 255** Science, Technology, and Nuclear Weapons
- Pol Sci 252** North-South Dialogue
- Pol Sci 363** The Politics of Developing Areas
- One course among ES 121–161 or FYS 120, 139 or 148 as entry to the major or by permission of the department**

Environmental Science

Note: At least three courses should be chosen from the list of electives. Students choosing this area of concentration automatically satisfy the requirements for the Bachelor of Science degree, but may choose to receive the Bachelor of Arts degree.

Area core:

- One mathematics/statistics course** (see list under *B.S. core requirements*)
- Two two-course sequences in natural science** (see list under *B.S. Core Requirements*)

Electives:

- Bio 200** Physiology of Plant Adaptations
- Bio 204** Biology of Flowering Plants
- Bio 260** Biostatistics
- Bio 307** Limnology
- Chem 203** Organic Chemistry
- Chem 204** Organic Chemistry
- Chem 317** Instrumental Analysis
- ES 240** Energy: Production, Use, and Environmental Impact
- ES 245** Terrestrial Ecosystems
- ES 251** The Rocky Mountain West: Physical Geography
- ES 263** Remote Sensing
- ES/Bio 306** Marine Ecology
- ES 312** Environmental Applications of GIS
- ES 315** Land: Ecology, History, and Culture
- ES 316** Conservation Biology
- ES 317** Chesapeake Bay

ES 318 Glaciers and Records of Climate Change

ES 322 Geomorphology

ES 323 Geologic Disasters and Global Change

ES 324 Soil, Water, and the Environment

ES 350 Coastal Ecology of Maine

Phys 310 Atomic and Nuclear Physics

Phys 325 Advanced Physics Laboratory

Phys 352 Optics and Laser Physics

Landscape Ecology and Land Use

Area core:

ES 245 Terrestrial Ecosystems OR **ES 315** Land: Ecology, History, and Culture

ES 312 Environmental Applications of GIS

Electives:

ES 251 The Rocky Mountain West: Physical Geography OR **ES 252** The Rocky Mountain West: Cultural Geography

ES 263 Remote Sensing

ES 316 Conservation Biology

ES 322 Geomorphology

ES 333 Environmental Policy

One course among ES 121–161 or FYS 120, 139 or 148 as entry to the major or by permission of the department

Hist 236 Urbanism in American History

VAH 217 History of Modern Architecture

Marine and Freshwater Ecology

Area core:

ES/Bio 306 Marine Ecology OR **Bio 307**

Limnology (*whichever is chosen, the other may be used as an elective*)

Bio 111 Introductory Biology

Bio 112 Form and Function of Living Organisms

Electives:

Bio 218 Biology of Algae and Fungi

Bio 227 Invertebrate Zoology

ES 263 Remote Sensing

ES 312 Environmental Applications of GIS

ES 317 Chesapeake Bay

ES 318 Glaciers and Records of Climate Change

ES 322 Geomorphology

ES 324 Soil, Water, and the Environment

ES 350 Coastal Ecology of Maine

Nature and Human Culture

Area core:

Phil 107 Environmental Ethics

One additional course in environmental humanities (*see list under B.A. core requirements*)

Electives:

Anth 223 Indigenous Peoples, the

Environment, and the Global Economy

ES 252 The Rocky Mountain West: Cultural Geography

ES 315 Land: Ecology, History, and Culture

Hist 103 Europe, Asia, and Africa: 1750–1930

Hist 230 Native American–European Encounter in North America

Hist 236 Urbanism in American History

IDS 268 The Arts, Environment, and Religions of Indonesia

Phil 333 Philosophy and Science

Rel 226 Native American Religions

VAH 217 History of Modern Architecture

One course among ES 121–161 or FYS 120, 139 or 148 as entry to the major or by permission of the department

Self-Designed Area of Concentration

An area of concentration that combines courses from existing areas of concentrations or from existing areas of concentrations and elsewhere in the Gettysburg College curriculum may be designed in consultation with your advisor. Students submit a plan of study, including a list of courses, which must be approved by the chair of the Environmental Studies Department.

The self-designed area of concentration is meant to allow students to take advantage of special circumstances, such as courses offered by visiting faculty or study abroad opportunities, or to combine courses in a unique and logical way to help students achieve their career goals. For example, a student interested in environmental journalism or nature writing might design a concentration that includes English 201 Writing the Essay, IDS 203 Journalistic Writing, and English 304 Writing the Personal Essay along with selected upper-division courses offered in the Environmental Studies Department.

Major Essay in Environmental Studies

Upon declaration of a major in environmental studies, in consultation with one's environmental studies faculty advisor, students submit for departmental approval a major essay: a written statement explaining one's choice of an area of concentration in light of one's academic and career goals. It includes a brief outline of plans for future courses, internships, off-campus study, and independent research. The major essay is normally approved by the end of the sophomore year.

Requirements and Recommendations for the Minor

The environmental studies minor consists of six courses: ES 196; ES 211, ES 223, or Bio 205; ES 230; and three electives from other ES courses or FYS 120, 139 or 148. Only one course among ES 121–130 may be counted toward the minor.

Special Programs

Faculty members teaching environmental studies are active scholars who involve students in their projects as research assistants. Research facilities include a new Geographic Information Systems (GIS) laboratory, electron microscopes, environmental growth chambers, greenhouse, student-run organic garden program, and a fleet of 15-passenger vans for field trips.

Many of the College's off-campus affiliated programs provide excellent opportunities to study environmental issues in the U.S. and abroad. These include the American University Environmental Policy Semester in Washington, D.C., which offers internships with government agencies and private environmental organizations, as well as research projects in Costa Rica and Kenya. The College is one of a select few to maintain cooperative programs in marine science with Duke University Marine Laboratory and the Bermuda Biological Station. Students also study at affiliated environmental science and policy programs at universities in Australia, Denmark, England, and New Zealand, as well as at the Ecosystems Center in Woods Hole, Massachusetts. In addition, the Duke University School of the Environment has entered into an agreement with the College that permits students to start work at Duke on a Master of Environmental Management or Master of Forestry degree after three years at Gettysburg. This cooperative agreement allows students to earn the bachelor's and master's degrees in just five years.

All across the nation, public and private schools have recognized the importance of environmental issues and are adding courses in environmental studies to their curricula. Students interested in a teaching career who wish to combine training in education and environmental studies are encouraged to contact the education department.

121 Environmental Issues Introduction to national and global environmental issues. Students learn the basic concepts of ecology, including

population growth models, species interactions, and ecosystem and biosphere processes. Building on this scientific base, students use an interdisciplinary approach to analyze economic, ethical, political, and social aspects of environmental issues. Topics include human population dynamics, air and water pollution, toxic wastes, food production, land use, and energy utilization.

122 Natural Catastrophes and Geologic Hazards

Investigation of natural disasters and the fundamental geologic principles that cause them. Topics include earthquakes, volcanoes, landslides, floods, and tsunamis. The importance of geologic information to land-use planning is discussed. Preparation for these hazards and establishing prediction methods are also evaluated.

123 The Biodiversity Crisis Exploration of the causes and consequences of the current species extinction crisis. Focus is on why and how the loss of biodiversity is an important environmental threat. Topics include the importance of biodiversity and healthy ecosystems, the intrinsic and utilitarian values of biodiversity, and the social and political issues associated with this issue. Topics are explored through active engagement in service-learning activities and through reading of diverse sources.

124 Meteorology Study of the atmosphere and atmospheric phenomena, as well as associated interactions with the oceans and the earth's surface and its organisms. Topics include composition and energy budgets of the atmosphere, cloud development and precipitation, air pressure, winds and fronts, and atmospheric circulation patterns. Destruction of the ozone layer and ultraviolet radiation, the greenhouse effect, pollution, and global warming are also examined.

126 Climatology Study of the localized weather of a region. Influencing factors of climate are examined, including continental vs. oceanic/lake effects, temperature and precipitation, the role of cyclones and anticyclones, and topographic and organismic alterations. Also analyzed are specific climatological disturbances, such as thunderstorm formation, tornado development and occurrence, hurricane structure and movement, el Niño and the Southern Oscillation (ENSO), and la Niña.

128 Oceanography Introduction to our planet's oceans, beginning with the history of oceanography and focusing on the fundamental concepts of chemical, physical, geological, and biological oceanography. Important environmental problems in marine habitats are also explored. Topics include ocean exploration, plate tectonics, hydrothermal vents, currents, tides, upwelling, waves, tsunamis, ocean-climate interactions, El Niño, global nutrient cycles, primary production, biodiversity, pollution, overfishing, and the law of the sea.

130 The Chesapeake Bay Ecosystem Introduction to the physical, chemical, and biological components of the Chesapeake Bay ecosystem. Emphasis is placed on the history of the Bay, primary production dynamics, habitat types, and pelagic and bottom-dwelling organisms. Human impacts on the Bay and its watershed are discussed, including contemporary issues such as crab and oyster fisheries, aquaculture, nutrient inputs, toxic chemicals, exotic species invasions, and the management goals of the Chesapeake Bay Program.

161 Physical and Human Geography Studies of human activities in their locational context. Topics include basic place name geography, weather and climate, population trends and characteristics, health and human development, culture and language, technology and economic development, human ecology, and environmental problems.

196 Environmental Science and Society Introduction to the methods and assumptions underlying environmental science as applied to current environmental problems and their intersection with modern society. Building from a foundation in the natural sciences, this interdisciplinary study investigates the social causes and consequences of air and water pollution, human population, food production, energy, natural resource use, toxic waste, endangered species, land conservation, and environmental health.

211 Introduction to Environmental Science: Principles of Ecology Introduction to current ideas in theoretical and empirical ecology. A quantitative approach is used to examine population dynamics, competition, predator-prey interactions, life-history strategies, species

diversity patterns, community structure, energy flow, biogeochemical cycling, and the biosphere. Course provides a foundation for further work in environmental studies. Three class hours and laboratory. Credit is not given for both Environmental Studies 211 and Biology 205. *Prerequisite:* One year of college science.

223 Earth System Science Introduction to the natural environment and human interaction with it. Physical processes of the Earth's atmosphere, hydrosphere, lithosphere, and biosphere are examined. Topics include geological processes and hazards, water resources, waste management, energy and mineral resources, and human impact on global climate change. Lab sessions provide practical exercises on basic earth systems principles and environmental applications. Local field trips to environmental and geologic sites are included. *Prerequisite:* One year of college science or permission of the instructor.

230 Introduction to Geographic Information Systems Analysis of geographic data and issues relevant to their use. Topics include digital geographic information technologies, digital data sources and database development, geodesy and map projections, data models and structures, data quality and sources of error, and spatial analysis. Laboratory uses ArcGIS software to provide hands-on experience in the use and analysis of geographic data. *Prerequisite:* Sophomore status.

240 Energy: Production, Use, and Environmental Impact Conventional and alternative energy sources are examined with respect to supply, price, technology, and environmental impact. U.S. consumption patterns are studied and the potential of conservation is addressed. Topics include nuclear reactors, fossil fuel supply, photovoltaics, air pollution, greenhouse effect, and energy efficient architecture. *Prerequisite:* One year of college science.

245 Terrestrial Ecosystem Dynamics Examination of patterns and processes in the terrestrial ecosystems of the world. Topics include the physical structure of ecosystems; the cycling of carbon, water, and mineral nutrients; soil development; and interactions among plants, animals, and decomposers. Similarities and differences in the ecosystems of Earth's nine major biomes are examined. Study

investigates threats posed by human activities to terrestrial ecosystems worldwide, as well as approaches for minimizing those threats in order to conserve biodiversity and ecosystem function.

251/252 The Rocky Mountain West: Cultural and Physical Geography Intensive two-week field-based examination of the physical and cultural geography of the Rocky Mountain West. Focus is on the San Juan Mountain Range in southwest Colorado. Service-learning activities and other projects examine regional social-environmental relations from diverse multicultural (Native American, Euro-American), institutional (U.S. Forest Service), and political-economic (logging, ranching, mining) perspectives. Analysis covers how recent "New West" socioeconomic changes are impacting these relations, including new efforts to achieve ecologically sustainable and socially just solutions to land management problems. ES 251 focuses on physical geography; ES 252 focuses on cultural geography.

263 Remote Sensing Theory and practice of remote sensing as it applies to environmental issues. Principles of remote sensing, sensor technology, and basic image processing are covered along with a series of case studies that use remote sensing to address pressing environmental problems. Applications include habitat fragmentation, urbanization, and natural hazards. *Prerequisite:* Sophomore status. Alternate years.

306 Marine Ecology Analysis of the ecology of marine systems. The open ocean, estuaries, salt marshes, beaches, mud and sand flats, seagrass beds, rocky shores, coral reefs, and deep sea are examined. Problems of pollution, beach erosion, and the management of declining fisheries are also presented. Quantitative field work in a variety of coastal habitats is conducted on a required field trip to Duke University Marine Laboratory and the Outer Banks barrier island chain. Three class hours and laboratory-field work. *Prerequisite:* Environmental Studies 211 or Biology 205. Cross-listed as Biology 306. Alternate years.

312 Environmental Applications of Geographic Information Systems Application of geographic information systems, spatial data, and spatial

analytic methods to selected environmental problems. Many environmental problems have an inherent spatial component that can be addressed using spatially referenced data and quantitative methods. Topics include how to use GIS, spatial data, and spatial analytic approaches to study selected environmental problems, including land resources management, land conservation, watershed systems, and non-point pollution. *Prerequisite:* Environmental Studies 230. Alternate years.

315 Land: Ecology, History, and Culture Exploration of the ecology, history, and culture of land, the foundation upon which human and natural communities exist, focusing on landscape ecology as a tool for analyzing the terrestrial environment at the scale of human intervention. Course also looks at land in western culture and contemporary issues of land management. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years.

316 Conservation Biology A discipline comprising pure and applied science, which focuses on the preservation of biological diversity. Focus implicitly recognizes that preserving the genetic and ecological features of a species requires preservation of that species' niche. Topics include food web organization, spatial heterogeneity and disturbance, consequences of small population size and inbreeding, captive propagation, demographics of population growth, and species reintroduction and management. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years.

317 Chesapeake Bay Environmental Issues Analysis of the geology and natural history of the Chesapeake Bay region in the context of society's exploitation of a natural system. Course traces the settlement of the region, as well as how the Bay affected the society that developed along its shores, and how the Bay was, in turn, affected by this growth and development. Readings from the scientific, historical, sociological, and economics are studied to form a coherent portrait of the interplay between society and the environment. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years.

318 Glaciers and Records of Climate Change

Introduction to glacial geology and records of climate change over the last two million years. Course examines basic glaciology, glacial erosion, and depositional processes. Analysis of land forms is used to make interpretations of climatic variability. Climate records from ice cores and sediment cores are evaluated. Natural and human-induced climate change is discussed. Alternate years.

322 Geomorphology Introduction to earth surface processes and landform analysis. Basic geomorphologic processes examined include weathering and erosion, soil formation, mass movements, river processes, eolian systems, and glacial environments. Analysis of landforms from aerial photographs and topographic maps is used to make interpretations of climatic variability. Investigations of the interaction between natural surface processes and human modification of landscapes are discussed. Alternate years.

323 Geologic Disasters and Global Change

Investigation of geologic disasters and their relationship to global change. Focus is on natural disasters that affect the surface of the Earth, including landslides, floods, El Niño, coastal erosion, sea level rise, droughts, and desertification. The interaction between natural surface processes and human modification of landscapes is discussed.

324 Soil, Water, and the Environment

Examination of the flows of elements and energy through rocks, soils, fresh water, oceans, the atmosphere, and the biosphere. Inquiry considers the transformations and movement of water, carbon, and nutrients at various scales, from individual organisms up to the entire planet. Special emphasis is given to the effects of global climate change, acid rain, nitrogen deposition, and the conversion of natural ecosystems to agricultural and development uses.

333 Environmental Policy Analysis of the policies that guide the use, control, and management of natural resources. Students examine the laws, bureaucracies, economics, politics, and ideologies underlying policy-making processes in order to understand how and why certain

policies emerge, as well as their social and ecological effects. Primary focus is on the United States, but the growing international dimension of environmental policies and the ambiguous role of the United State in these efforts are also considered. *Prerequisite:* Any 100-level Environmental Studies course or Political Science 101. Cross-listed as Political Science 333.

350 Coastal Ecology of Maine Intensive two-week field and laboratory experience to investigate marine and terrestrial environments in Maine. Students collect and analyze data, using quantitative sampling techniques to test hypotheses on the ecology of major habitats. Field sites include rocky and soft-sediment shores, open beaches, spruce-fir forests, blueberry barrens, and peat bogs. Emphasis is on the geological phenomena that created North America's glaciated landscape. Relationships between environment and human activities in this rural area with its natural resource-based economy are explored. *Prerequisite:* Environmental Studies 211 or Biology 205.

400 Seminar Advanced study of an important national or global environmental issue. Interdisciplinary approach is used to analyze the problem from a variety of viewpoints in the humanities, social sciences, and natural sciences. Students are responsible for a major term paper involving independent research. Topics differ each semester. *Prerequisite:* Senior standing as a minor or major in environmental studies or permission of instructor.

460 Individualized Study: Research Independent investigation of an environmental topic of interest to the student. In conjunction with a faculty member, the student writes a research proposal due the tenth week of the spring semester of the junior year for a project to be conducted in the senior year. Student usually defines a research question and collects data to test a hypothesis. Such work may be done in the laboratory or field or with a computer database. A substantial paper is written and presented orally. Studio, performance, and writing projects may also be appropriate individualized study activities. *Prerequisite:* Senior standing as a major or minor in environmental studies and a GPA of at least 2.8, or permission of instructor.

FRENCH AND ITALIAN

Professors Gregorio, Richardson Viti, and Viti (Chairperson)

Associate Professor Binet

Assistant Professors Anchisi, Bard, Boselli, Jurney, and Perry

Instructor Collet

Overview of French

Foreign language study not only teaches students much about their native tongue, but also introduces them to another people's language, literature, and customs. This awareness of cultural and linguistic relativity is one of the hallmarks of a liberal arts education.

Introductory French courses develop students' skills in spoken and written French and acquaint them with the literature and culture of the French-speaking world. Active use of the technological resources of the Language Resource Center, which complement classroom instruction, is required.

Advanced language study allows the student to reach the higher level of mastery in French required in more specialized study and usage. In the more advanced literature and civilization courses, students study French writing and culture in greater depth, thereby gaining considerable knowledge of and insight into France's past and present achievements in all fields of endeavor. Students at all levels of French are encouraged to study abroad, either in the College-sponsored programs at the Institute for American Universities in Aix-en-Provence or at the Centre d'Etudes Françaises in Avignon, or in another approved program, as an inestimable enhancement to their understanding of the country, its people, and its language. When students choose the College-sponsored course of study in Aix or Avignon, both credits and grades are transferred and financial aid may be applied to participation in the program.

Students specializing in French will find that their major studies, in addition to their humanistic value, afford sound preparation for graduate study and for careers in teaching or interpreting. A knowledge of French will also be invaluable to them in the fields of international business and government, as well as social work. *All courses offered in the department are conducted in French.*

Requirements and Recommendations

Major Requirements: The French major curriculum, which includes a minimum of ten courses at or above the 300-level, is made up of two sequences:

- 1) A group of four required courses, three of which—300 first, then 305 and 310—should be taken before further progress in the major program unless there is a valid reason for exception, (305 or 310 may be taken simultaneously with 300); and French 400, which must be taken in the spring semester of the senior year.
- 2) A set of six electives chosen from the other departmental offerings at the 300 level.

All French majors are required to spend at least one semester studying abroad in a program approved by the department. The number of courses taken abroad for credit toward the major is limited to three.

Students planning on certification in secondary education must include both a history/geography/ civilization course, a phonetics course and a linguistic component in their program of study. These requirements can be met by completing French 351 and Education 304 or by taking the equivalent courses in a program of study abroad.

Individualized study may be taken only once as part of the minimum requirements for the major. All majors must take at least one course within the department during their senior year. These requirements may be waived in special cases at the discretion of the department.

Minor Requirements: Six courses are required for a minor in French. For students who begin in the 101–102, 103–104, or 201–202 sequences, 202 will count toward the minor. In addition, students must take 205, 300, and three additional courses above 205.

Students who begin in 205 must take, in addition, 300 and four other courses above 205.

Students who begin on the 300 level must take 300 and five additional courses above 300. As with the major, courses taken abroad may be counted toward a minor, subject to the approval of the department chairperson. **The number of courses taken abroad for credit toward the minor is limited to two. Courses taken S/U may not count toward the minor.**

Students contemplating a minor in French should register with the department chairperson and be assigned a minor adviser.

French 305 is a prerequisite for majors and minors for all literature and film courses above the 205 level.

Students who have completed the language requirement and who wish to continue in French, but do not contemplate either a major or minor, may take 205, 211, 300, or 305. Permission of the department chairperson is required for entry into all other courses.

Curricular Goals

Prior to their first registration at the College, all students receive preregistration materials, which give detailed instructions on language placement and fulfillment of the second language requirement.

The second language requirement may be satisfied by successful completion of French 202. Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination. *No student may continue French unless he/she has taken the Departmental Placement Examination.*

All French literature and civilization courses, including any approved literature or civilization course completed abroad, may be used to satisfy the Multiple Inquiries requirement in the humanities. French 331 fulfills the non-Western requirement.

Study Abroad for Majors

Juniors and first-semester seniors who have completed French 300 or its equivalent may study for one or two semesters at the College's affiliated program in Avignon, France. Both credits and grades from this program will be transferred, and Financial Aid may be applied to participation. Students will live with French families. (See *Off-Campus Study*.)

Study Abroad for Minors

Students pursuing a minor in French may study for a semester at the College's affiliated program in Aix-en-Provence. In exceptional cases, minors may study at the College's program in Avignon. Both credits and grades from these programs will be transferred, and Financial Aid may be applied to participation. Students will live with French families. (See *Off-Campus Study*.)

Intermediate Program Abroad

Students may complete the language distribution requirement in French by studying for a semester in Aix-en-Provence. The department's Intermediate Program is offered every fall semester and includes two required courses in French language, plus three elective courses from areas such as political science, history, art, psychology, etc., which may satisfy liberal arts and/or major/minor requirements. Students will live with French families.

Special Facilities

Special facilities include technology classrooms in McKnight Hall and the Language Resource Center in Breidenbaugh Hall.

Special Programs

See *Study Abroad, Institute For American Universities Programs in Avignon and Aix-en-Provence*.

Other Activities

The department and the French Teaching Assistant sponsor various activities and organizations, such as the weekly Table française in the Dining Hall, the Cercle Français (French Club), French films, and lectures.

FRENCH

101–102 French for Beginners Elements of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously. Successful completion of 101 is a prerequisite for entry into 102. A student may not receive credit for both 101 and 103; 102 and 104.

103–104 Elementary French Fundamentals of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Placement Examination. Successful completion of 103 is a prerequisite for entry into 104 unless a student is placed in 104 according to the placement exam. A student may not receive credit for both 101 and 103; 102 and 104.

201–202 Intermediate French Grammar review and practice in oral French in the fall semester, with stress on reading and written expression in the spring. Contact with French culture is maintained throughout. Enrollment limited to those who have previously studied French and who have completed 101–102 or 103–104, or

who are enrolled according to achievement on the Departmental Placement Examination. Successful completion of 201 is a prerequisite for entry into 202, unless student is placed there according to the placement examination.

205 Readings in French Literature Two objectives: skill in reading French prose for comprehension and reading a significant amount of French literature of literary and cultural merit. This course differs from French 201, 202 in that it emphasizes reading for comprehension of content. Offered every fall. *Staff*

211 French Civilization Introduction to aspects of contemporary French society through a study of French history. Offered every spring.

300 Practice in Communication Oral, aural, and written practices of French structures. Collaborative writing, group discussions, individual compositions, and presentations. Recent French films serve as text. Required of all majors and minors. *Prerequisite:* French 202 or equivalent. Offered every semester.

305 Approaches to Literary Analysis Reading and analysis, in their entirety, of representative selections of prose, poetry, and theatre. Course aims to introduce students to interpretive strategies, and to make them more aware of and competent in the reading of literature. *Prerequisite:* French 202 or equivalent. Required of all majors. Course is a prerequisite for all literature courses on the 300-level for both majors and minors. Offered every year.

310 French Revolutions: Political, Social, and Cultural Upheaval Since 1789 Overview of the various revolutions in France following the Revolution of 1789. Inquiry covers the many political changes from the rise of the French Republic to the political, social, demographic, economic, intellectual, and artistic developments in the multicultural France of the twenty-first century, including its place and role in the expanding European Union. Required of all majors. Offered every year.

331 Francophone Identities Study of literary texts from the Francophone world (French-speaking countries in North Africa, sub-Saharan Africa, the Caribbean, Quebec, and Vietnam). In addition to their intrinsic literary worth, the selections bring to light the changing identities

of formerly colonized people in a post-colonial world. Major emphasis is placed on the study of the literary texts, but the historical and cultural context is also covered. Fulfills non-Western requirement. Offered 2008–09.

332 French Film: Images, Sounds, Theories Study of selected major French films from the New Wave movement to recent cinema. Course is an introduction to the study of the techniques, theory, and semiotics of film as an art form. It includes a reflection on the relationships between image production, social landscapes, and lifestyles in changing contemporary France. Students learn to distinguish between the production and reception of cinematic language. *Prerequisite:* French 305 or equivalent. Offered 2008–09.

333 French Cultures: Visuals and Texts from Contemporary France Study of specific intersections and influences among selected visual arts productions, motion pictures, and poetic texts in a changing twenty-first-century France. Students are invited to read between shapes and colors, to see and hear poetry, to decode film languages and to detect correspondences. Definitions of techniques and decoding systems pertaining to each artistic expression are presented and debated. *Prerequisite:* French 305 or equivalent. Offered 2007–08.

335 A Woman's Life: Fact and Fiction About the Female Experience Study of the female experience through the words of women themselves. As Annie Leclerc pointed out in *Parole de femme*, for too long men have coopted language and assumed the task of telling women who they are. Course addresses such a presumption and examines, in both fiction and nonfiction, firsthand experience from childhood through aging. *Prerequisite:* French 305 or equivalent. Offered 2007–08.

340 Masterpieces of French Literature Reading and discussion of masterworks of French poetry, prose, and theater in their historical, artistic and social contexts. Works by such authors as Villon, Montaigne, Molière, Mme de Lafayette, Voltaire, Balzac, Flaubert, Colette and Beckett are read in their entirety. *Prerequisite:* French 305 or equivalent. Offered 2007–08.

342 Classical Greek Heroes on the French Stage

Reading and analysis of plays based on Greek myths by such authors as Corneille, Racine, Cocteau, Anouilh and Sartre. Comparison and contrast with the original myth and/or play helps elucidate “modern” responses to the eternal questions posed by classical Greece and its literary masters. *Prerequisite:* French 305 or equivalent. Offered 2008–09.

343 He Said, She Said: Gender Perspectives in the Contemporary French Novel

Study of the conflicting male/female perspective in representative works by major twentieth-century French writers from Colette and Butor to Proust and Beauvoir. *Prerequisite:* French 305 or equivalent. Offered 2008–09.

344 Moralists and Immoralists in French Literature

Study of topics in French literature over the centuries, examining works of prose whose thematics revolve around the question of morality. Inquiry presents a survey of novels, short fiction, maxims, and fragments that either advance or reject the conventional moral system. Authors studied include La Bruyère, La Rochefoucauld, Pascal, Mme de Lafayette, de Bergerac, Sade, Diderot, Balzac, Flaubert, Huysmans, Gide, Duhamel, and Camus.

Prerequisite: French 305 or equivalent. Offered 2007–08.

345 Turmoil and Loss in Québécois Literature by Women

Study of Québécois identity through careful reading of major literary works from French Canada. Analysis focuses not only on the literal periods of unrest and the losses suffered by the Québécois people but also on the metaphorical turmoil and loss experienced by the characters in the chosen novels. Various aspects of the cultural background (language, religion, music, art) are presented in an effort to understand the evolution of Quebec’s literary tradition and its impact in today’s society. A small and accessible body of theory supplements the works of fiction. Offered 2008–09.

350 Advanced Stylistics Intensive practice in the refinement of writing skills directed toward a sophisticated and idiomatic use of the language. Course work includes composition, translation, comparative stylistics, French for use in commercial and other correspondence, and work in the spoken language. *Prerequisite:* French 300 or equivalent. Offered 2008–09.

351 Phonetics and Diction Phonetic theory, practice, and transcription. Intensive training in pronunciation and diction. Intended for majors/minors prior to foreign study. Offered 2008–09.

352 French Translation Study and practice in translating from French to English and from English to French. Course develops the ability to render idiomatic French into idiomatic English, and vice-versa. Offered 2007–08.

400 Seminar Intensive study of a particular aspect of French literature, civilization, or culture to be determined by the instructor. Past offerings include The Art of Emile Zola, The Image of Women in French Literature: A Feminist Perspective and The Gaze and Self-Image in French Film, 1959–89. Course is for seniors (in the final semester) to complete undergraduate work in French. *Prerequisites:* Limited to seniors, except with permission of instructor and approval of department chairperson. Offered every spring.

Individualized Study Guided readings or research under the supervision of a faculty member. *Prerequisites:* Permission of instructor and approval of department chairperson.

ITALIAN

Overview of Italian

Learning Italian is an integral part of the liberal arts experience. It enriches one’s capacity to think, empowers one to write more effectively, and solidifies one’s understanding of language systems. As an undergraduate discipline, Italian further opens the door to a country rich in art, music, literature, history, and cinematography.

The Italian program at Gettysburg College offers beginning and intermediate language learning, complemented by courses in Italian cinema and culture taught in English. Instructors provide dynamic, grammar-based oral activities that aim at communicative proficiency. Students master both passive (reading and comprehension) and active (speaking and writing) skills. Throughout this process, students are exposed to Italian film, web sites, contemporary events, music, and lifestyle. Study-abroad opportunities exist at all levels.

Curricular Goal

Italian 251, 270, 280, 285, and 290 fulfill the Multiple Inquiries requirement in the humanities.

Study Abroad

The study abroad program in Italian language, in cooperation with Syracuse University, gives students at all levels of Italian the opportunity to spend the fall semester in Florence, Italy. Students who have completed Italian 102 or 202 at Gettysburg, as well as students who wish to minor in Italian, may take Italian language classes along with courses in Italian literature and culture in English. Both credits and grades from the program will be transferred, and financial aid may be applied to participation. (See *Off-Campus Study*.)

Requirements and Recommendations

Minor Requirements: The minor in Italian studies consists of six core and elective courses.

Students take two or three core courses chosen from Italian 301, 302, 303, and 304. Italian 202 may be included if a student begins study of college Italian at this level or lower. In addition, three or four electives are required. These may be chosen from classes offered within the Italian section (Italian 222, 250, 251, 260, 270, 280, 285, and 290) or in other departments (for instance, IDS 248 and VAH 303 and 306).

No more than two courses taken abroad may count toward the minor. Courses with an Italian theme offered by other departments at Gettysburg (other than the ones listed above) may count toward electives with the approval of the department chair.

101, 102 Elementary Italian Fundamentals of Italian grammar, composition, pronunciation. Emphasis on oral comprehension, verbal communication, reading, and writing. Classroom interaction stresses aural-oral method of language learning. Regular laboratory work reinforces grammar and writing skills and is required of all students. Use of audio-visual materials and introduction to important aspects of Italian culture is included. Successful completion of 101 is a prerequisite for entry into 102.

201, 202 Intermediate Italian Review of Italian grammar as well as further development of speaking, listening, reading, and writing skills. Text includes culturally authentic excerpts from Italian newspapers and magazines. Course content helps students learn about modern Italian civilization and current social problems. Regular compositions develop students' writing

skills; audiovisual materials and required listening assignments improve listening and speaking abilities. Enrollment is limited to those who have completed 101–102 or who are enrolled according to the departmental placement examination. Successful completion of 201 is a prerequisite for entry into 202.

222 Introduction to Italian Cinema

Chronological and stylistic survey of Italy's contributions to world cinema. Films selected also draw attention to major historical events and cultural developments in Italy. Inquiry examines neorealism and reactions to it, and presents the work of noted auteurs Antonioni, Bertolucci, Fellini, Pasolini, and Wertmüller. Weekly screening of films on video in Italian with English subtitles; lectures and discussions conducted in English. Offered 2007–08.

250 Modern Italy: 1860–Present Survey of modern Italian history taught in English. Course provides an in-depth analysis of the Risorgimento (The Italian Unification Movement), Italian immigration to America, Italy in World War I, Fascism, Italy in World War II, the Resistance, the Reconstruction, the Economic Miracle of the 1950s, the student-worker protests of the 1960s, terrorism, the Second Economic Miracle of the 1980s, and the fall of the First Republic. Offered 2006–07.

251 Italian-American Culture: Faith, Family, Food, and the Moon Interdisciplinary inquiry into the historical texts, literature, and film that address the historical and sociological conditions of nineteenth-century Italy, the odyssey of immigration to and assimilation in the United States, and life in the ethnic neighborhood. Other topics include the mafia, forms of prejudice, and ways Italians uniquely manifested their social values in labor unions, religion, and education. Offered 2007–08.

260 Italian Culture Exploration of some of the most influential examples of Italian history, literature, art, music, film, and philosophy in their historical context, from the Roman period to the present, with emphasis on the twentieth century. Students gain familiarity with a wide range of Western culture's most celebrated accomplishments, a solid appreciation of Italian history, and an enriched ability to think critically about their own culture. Taught in English. Offered 2007–08.

270 Objects of Desire/Desiring Objects: Italian Women Writers of the Twentieth Century

Survey of some of Italy's most prominent women writers of the twentieth century in English translation. Analysis covers a variety of themes dealing with the existential condition of women that surface in the writers' texts. Topics include gendered writing, feminism, violence, gender (ex)change, feminine monstrosities, and motherhood. Offered 2006–07.

280 Women and Italian Film Study of the work of four prominent Italian women directors: Liliana Cavani, Lina Wertmüller, Francesca Archibugi, and Francesca Comencini. While focusing on their depictions of social, cultural, and historical issues affecting modern and contemporary Italian society, analysis also covers the relationship between gender and theories of visual and filmic representation. Topics include social realism, social satire, World War II, concept of family, violence, mechanisms of gender construction, and gender and film. Offered 2006–07.

285 Wartime Italy: Cinema and Novel Focus on Italian memory of World War II and efforts at Reconstruction. Through textual and visual analysis, discussion covers the Italian experience of World War II, the Resistance and Italian Civil War, the Italian Holocaust, the struggles of forging a new Italian republic, and the myth-making processes that explained the suffering and casualties. Inquiry aims to increase comprehension of contemporary Italian society, thought, and culture. Offered 2007–08.

290 D'Annunzio: Novel of Decadence

Examination of the early works of the Italian writer Gabriele D'Annunzio, specifically in the context of Decadentism, a literary movement at the turn of the twentieth century. Topics include the author's treatment of Dandyism, malady, aestheticism, sexual promiscuity, deception, and infidelity. Given the notorious connection between the male fascist Ideal and the author's adaptation of Friedrich Nietzsche's "Superman," study also focuses on the development of both male and female characters. Offered 2007–08.

301 Advanced Writing in Italian Focus on refining students' reading and writing skills. Assignments in different literary and popular genres include writing poems, a mini

screenplay, a short story, advertisements, and journal articles. Models are introduced to the class and closely analyzed before each written assignment. *Prerequisite:* Italian 202 or equivalent. Offered 2007–08.

302 Italy in the New Millennium Further refinement of students' fluency in Italian by combining linguistic proficiency with a cultural exploration of one of Europe's most fascinating countries. Italy's literary and cultural patrimony is studied through texts, articles, and film. *Prerequisite:* Italian 202 or equivalent. Offered 2006–07.

303 Italian through Film Introduction to several Italian films that have achieved worldwide recognition, with the aim to increase conversational and writing skills. Students advance their proficiency in these areas, as well as their listening and reading abilities, through discussion of questions answered from text readings, self-guided reviews of grammar, and short essays. *Prerequisite:* Italian 202 or equivalent. Offered 2006–07.

304 Italian through Film II Study of Italian movies as a medium for refining language skills. The viewing of each film is preceded and followed by oral and written activities that cover the vocabulary and topics found in the movie. Study focuses on improving oral, written, spoken, and comprehension skills as well as the ability to discuss complex topics and diverse aspects of contemporary culture, socio-economic issues, history, and politics in Italy today. *Prerequisite:* Italian 202 or equivalent. Offered 2007–08.

350 Italy Since Fascism Study of a variety of aspects of recent Italian history and culture. Topics range from politics and the economy to environmental issues, the Southern question, emigration, Carnevale, and popular music. Reading and language skills are honed through discussion of questions based on text readings; short, argumentative papers; and a review of grammar. *Prerequisite:* One 300-level Italian language course.

450–475 Individualized Study Individualized program under the supervision of a faculty member. It can be a tutorial, research project, or internship.

GERMAN

*Associate Professors Armster (Chairperson) and
Ritterson
Assistant Professor Cohen-Pfister*

Overview

Learning German is more than learning a language. It's also the study of a culture and its history. The German program offers a wide range of courses so that the student of German can become proficient in understanding German literature, history, art, and politics in the context of modern society. At all levels, we encourage the partnership between the study of Germany's historical and cultural development and the study of its language.

Courses are offered at all levels, from beginning to advanced, for majors and nonmajors. We encourage all of our students to study on our semester program in Cologne, Germany. On this program, students live with German families, participate in weekly excursions, and study German language, art, political science, literature, and history under the direction of a U.S. faculty member and resident German faculty. In addition, qualified students may study on the Gettysburg College-affiliated, junior-year program at Heidelberg University.

A resident German assistant and various cocurricular activities—films, visiting lecturers, excursions to cultural centers in Washington and Baltimore, German Club—all foster a close working relationship between students and faculty. German television broadcasts are received by a campus-wide satellite system, and in addition to library subscriptions to important journals and newspapers, the department itself maintains subscriptions to newspapers, magazines, and a collection of source materials for use by students and faculty.

Requirements and Recommendations

German 202 or equivalent proficiency is considered a prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements: A major consists of a minimum of ten courses beyond the intermediate language level, including 301 (or 303–304), 305, and 306; 311, 312, 400; at least two courses from those numbered 325, 328, 331, 333, 335, or 340; and one course from History

218, History 218-GC, or German 120. Women's Studies/German 351 (Women in Nazism) also counts for major credit with the approval of the instructor. Majors preparing to teach German in secondary schools must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major). No more than three courses taken in Cologne may count toward the major.

Majors must spend at least one semester studying in an approved program in a German-speaking country. Majors who take a study abroad program may count no more than three courses per semester or six courses for the year toward the major and must take at least two German courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking, and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements: For students beginning at 202 or below, the German minor consists of 202 (or equivalent intermediate course work in Cologne), 301 (or equivalent advanced course work in Cologne), and four additional courses. For students beginning at the 301 level, the minor consists of 301 (or equivalent advanced course work in Cologne) and five additional courses. No more than three courses taken in Cologne may count toward the minor.

Curricular Goals

Prior to their first registration at the College, all students receive preregistration materials that give detailed instructions on language placement and fulfillment of the second language requirement.

Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination given during orientation before the initial week of fall semester.

The second language requirement may be satisfied by successful completion of German 202 or any 300-level course.

All German literature and civilization courses satisfy the Multiple Inquiries requirement in the humanities.

With the consent of the history department, German 311 or 312 may be counted toward a history major.

Special Facilities

Special facilities include technology classrooms and a resource center/seminar room in McKnight Hall and the Language Resource Center in Breidenbaugh Hall.

Other Activities

The department and the German teaching assistant sponsor various activities with the honor society Delta Phi Alpha. Activities may include a German film series, lectures, concerts, or other events.

OFF-CAMPUS PROGRAMS

Fall Semester in Cologne, Germany

Every fall semester students are invited to participate in the semester study abroad in Cologne. This program is open to all students, sophomore through first-semester senior, regardless of major, who have completed a minimum of one year of college German or the equivalent. Students register for a normal course load (4–5 courses). Two courses are German language courses:

203, 204 Intermediate German

225 German Short Fiction: Intermediate

303, 304 Advanced German

340 German Culture: Topics in German Studies

The other courses (taught in English) are from the areas of political science, history, art history, and literature and may satisfy distribution and/or major/minor requirements in those areas. These include:

Art History 215 German Art from the Middle Ages to Today

History 218 History of Germany from 1815 to the Present

Political Science 273 Political Systems of Germany

Credit for the two German courses is for the 200- or 300-level and constitutes the completion of the language requirement. Students live with German families as regular members of the family. Regular Gettysburg College tuition, room, and board cover all but personal expenses.

Junior Year Abroad

Qualified students are encouraged to study abroad one or both semesters of their junior year. Students can choose from the Gettysburg College–affiliated American Junior Year in Heidelberg program or other programs administered by American institutions at universities in Munich, Freiburg, Marburg, Berlin, Bonn, and elsewhere. (See *Study Abroad*).

GERMAN LANGUAGE

101, 102 Elementary German Essentials of grammar, composition, pronunciation. Regular drill sessions, conversation groups, and Language Resource Center activities are included. Prepares for German 201, 202.

201, 202 Intermediate German Continuation of the work of German 101, 102. Progressively more difficult readings introduce the student to German literature and civilization. Regular drill sessions, conversation groups, and Language Resource Center activities are included.
Prerequisite: German 102 or equivalent.

301 Advanced German Designed for advanced work in language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. Intensive practice in developing oral communication skills, listening comprehension, and written expression. Conducted in German

GERMAN CULTURE STUDIES

305 Modern Germany: Issues and Identity

Introduction to the German major through the study of cultural, social, economic, and political developments in postwar Germany from division to the present. Extensive use of critical/analytical readings, memoirs, literature, film, newspapers/magazines, and German television via satellite. Conducted in German, with additional language practice integrated into the course. Oral reports and short papers. *Prerequisite:* German 301 or equivalent. Course is required of all German majors.

311 From Tacitus to Frederick the Great: German Culture from Origins to 1790 Study of German cultural history from its origins to the Age of Romanticism, including such topics as Germanic tribes, medieval dynasties, romanesque, gothic and baroque styles, Reformation and Age of Absolutism. Aim is to deepen the student's understanding of and interest in the

culture of the German-speaking peoples and their major contributions to the world's cultural heritage. Conducted in German. *Prerequisite:* German 301 or equivalent, or permission of instructor.

312 From Beethoven to Brecht: German Culture from 1790 to 1945 Study of the cultural history of the German people from the Age of Romanticism through the end of World War II, within the context of major social, political, and economic developments. Goal is to understand the creative spirit in nineteenth- and twentieth-century German-speaking countries, and to appreciate their major contributions to the world's cultural heritage. Conducted in German. *Prerequisite:* German 301 or equivalent, or permission of instructor.

GERMAN LITERATURE

120 German Literature in English Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances that produced these works. Counts toward a major in German.

306 German Literature: An Introduction

Introduction to the development of German literature and how to read and comprehend literary prose, poetry, and drama. Course aims to develop a sense for the art of reading, interpretive strategies for literary study, and a valid basis for the appreciation and judgment of literature. Students read, discuss, and write about literary texts in various genres and from various historical periods. Conducted in German. *Prerequisite:* German 202 or equivalent. Course is required of all German majors and is a prerequisite for all higher-numbered literature courses. Offered every year.

328 Goethe's Faust Intensive reading and analysis of *Faust*. Lectures and discussions highlight its aesthetic, moral, and ethical values and autobiographical significance. Modern cultural implications are also examined. Outside reading and reports. Conducted in German. *Prerequisite:* German 306 or permission of instructor.

331 German Tales from Goethe to Grass Course in German prose narrative, represented primarily in writings from the early eighteenth century to the present. Works read reflect particularly the development of German

narrative since the emergence of the modern novel and Novelle. Readings are in German; course is conducted in German. *Prerequisite:* German 306 or permission of department.

333 The Poetic Voice: German Verse Study of German lyric poetry from the earliest examples to the works of contemporary poets. Class discussions of the readings concentrate on the interrelations of form, content, and idea. Course also considers the historical place of works by major figures. Readings are in German; course is conducted in German. *Prerequisite:* German 306 or permission of department.

335 The German Stage Reading and critical analysis, through discussion and lecture, of representative dramas from the eighteenth century to the present. Includes works by Lessing, Schiller, Goethe, Kleist, Büchner, Hebbel, Hauptmann, Brecht, Dürrenmatt, Frisch, Braun, Hacks, or others. Readings are in German; course is conducted in German. *Prerequisite:* German 306 or permission of department.

340 Topics in Modern German Culture Study of selected aspects of German cultural history, including authors, themes, genres, and movements, ranging from the eighteenth century to the present.

351 Women and Nazism Examination of the effects of Nazism on women, primarily (but not exclusively) in Germany, beginning in the 1920s and extending to postwar times. Focus is on women's perspectives as exhibited in historical and literary documents. Fulfills literature requirement. May be counted toward the German major with approval from professor. Cross-listed as Women's Studies 251.

400 Seminar Intensive study of selected aspects of German language, literature, and civilization through reading, discussion, and oral and written reports. Topics are selected with a view to affording students an opportunity to strengthen their knowledge in areas not covered in their other course work in the department. Conducted in German.

IN COLOGNE

225 German Short Fiction: Intermediate Study of the literature of German-speaking countries from the end of World War II to the present. Course introduces students to authors and

genres representing important literary currents and historical developments of the postwar era. Conducted in German.

340 Topics in German Studies Study of literary and cultural texts to enrich cultural knowledge, increase vocabulary, reinforce grammatical and communicative structures, and introduce methods of textual analysis. Course utilizes plays and films based on current programs in Cologne.

Individualized Study Guided reading or research under the supervision of a faculty member.

Prerequisite: Permission of department.

GLOBALIZATION STUDIES

Caroline Hartzell, Director

Overview

Globalization is a multifaceted phenomenon that is making the world more complex and more interconnected culturally, politically, linguistically, and economically. The multidisciplinary major in globalization studies integrates perspectives from the humanities, social sciences, arts, and natural sciences. The major consists of required courses and two tracks that students design themselves. One is a regional track and the other a thematic track that examines a topic with global implications, such as justice, conflict, the environment, or human rights. All majors study abroad, and each collaborates closely with faculty on a capstone research project that addresses a global-scale challenge.

Requirements and Recommendations

The globalization studies major is both interdisciplinary and multidisciplinary in nature. The course requirements for the eleven-credit major consist of the following.

Core Requirements (four courses)

The major requires three foundation courses and one methods course. The purpose of these courses is to provide a common core of knowledge for all students as well as a basic set of skills and tools with which they can analyze global issues from the perspective of cultures, states, non-state actors, and systems. Foundation courses include the following:

Anth 103 Introduction to Cultural Anthropology

Econ 101 Principles of Economics

Pol Sci 103 Introduction to International Relations OR **Pol Sci 104** Introduction to Comparative Politics

Students take one course from among the discipline-based methods courses currently offered on campus. Students should take the methods course that best fits with the thematic track they choose for the globalization studies major. The methods courses students may choose from include the following:

Anth 323 Field Methods in Social Research

Econ 241 Introductory Economics and Business Statistics

ES 230 Introduction to Geographic Information Systems

Hist 300 Historical Method

Pol Sci 215 Political Science Research Methods

Soc 302 Research Methods

VAH 120 Theory of the Visual Arts

Tracks (six courses)

Students take courses in the following two tracks, with up to three courses being taken off campus, but not all from the same track.

Regional and comparative track: The major requires three courses with a regional and comparative focus. The purpose of these courses is to ground students in the realities of a geographic region outside the United States. Students can choose to take courses that examine independently and comparatively the history, politics, economics, cultures, literatures, and fine arts of one of the following regions: Africa, Asia, Europe, Latin America, or the Middle East. One of the three courses should focus on some historical aspect of the region in question and one course on some aspect of society and culture in the region. These courses must be taken at the 200 level and above, with at least one course at the 300 level or higher. Finally, students should complete the College's second language requirement in a language appropriate to the region on which they have chosen to focus.

Thematic track: The major requires three courses with a thematic focus. The purpose of these courses is for students to gain in-depth knowledge of some substantive area of globalization studies that combines different disciplines. The courses that make up the thematic track must draw from at least two disciplines. As part of the process of declaring the globalization studies major, students are asked to provide a rationale for their choice of thematic track. The courses for the thematic track must be taken at the 200 level and above, with at least one course at the 300 level or higher.

Capstone/Senior Seminar

Students take an interdisciplinary seminar, during their senior year, offered by faculty teaching in the globalization studies program. The topic of the seminar varies depending on the faculty teaching; all seminars require students to conduct research on some challenge currently facing the global system. When financially possible, the seminar involves travel abroad by the course (most likely during the two weeks in January prior to the beginning of the seminar or during the spring break).

Students who declare a major in addition to the globalization studies major may count up to three courses from their other major toward the requirements for the globalization studies major.

HEALTH SCIENCES

*Associate Professors K. Stuempfle (Co-Chairperson)
and D. Drury (Co-Chairperson)
Assistant Professor E. Noreen
Lecturers D. Petrie and C. Wright
Adjunct Instructors M. Cantele and R. Lehman*

Overview

The Health Sciences Department is one of the most eclectic departments on campus. The multidisciplinary approach of a liberal arts education is a perfect setting for a student interested in studying the fascinating world of the human body. Students in the Health Sciences Department take courses in a variety of disciplines, including biology, chemistry, physics, and psychology.

Health Sciences Major: HS majors develop a strong scientific foundation for the study of the human body, focusing on the structure and function of the body under a variety of conditions. Central to this foundation is an understanding of the body in conditions of wellness and disease. This program includes a strong base of natural science courses, combined with human science courses and practical/clinical experiences. Additionally, students are required to complete a senior capstone experience. Students with this major typically go to graduate school in a variety of areas, including physical therapy, physician assistant, occupational therapy, nursing, exercise physiology, cardiac rehabilitation, and medicine.

Requirements and Recommendations

The Health Sciences Department offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree for the major in health sciences.

B.A. Requirements for the Health Sciences Major: HS majors must satisfy all Gettysburg Curriculum requirements. Biology 101 and 112 are the required natural sciences courses and should be taken during the first year.

B.A. majors are required to take the following courses: HS 112, 209, 210, 214, 309, 310, 318, and 376. Each student must take one of the following statistics courses: Math 107 or HS 332. Each student must also take Chemistry 107 and 108, or Physics 103 and 104. Finally, each student must complete a senior capstone experience of either HS 449 or HS 476.

B.S. Requirements for the Health Sciences Major: HS majors must satisfy all Gettysburg Curriculum requirements. Biology 101 and 112 are the required natural sciences courses and should be taken during the first year.

B.S. majors are required to take the following courses: HS 209, 210, 309, 310, 318, and 376. B.S. majors are required to earn a B- or higher in HS 209 and HS 210. Each student must also take the following courses: Biology 211, 212, and 260; Chemistry 107, 108, 203, and 204; and Physics 103 and 104. Finally, each student must complete a senior capstone experience of HS 460.

Faculty advisors are available to help in counseling, but students have the sole responsibility for meeting all requirements for the HS major. *HS majors must take all required courses from the HS department at Gettysburg College.*

The HS Department strongly recommends that all HS majors complete an internship in order to gain practical experience and insight into a specified area of interest. Internships may be taken during the regular academic year or during the summer. For HS majors, internships may be arranged in such settings as physical therapy, occupational therapy, cardiac rehabilitation, nutrition, physician assistant, nursing, exercise physiology, or medicine.

Health Sciences Minor: For HS minors, Biology 101 and 112 are the required natural sciences courses and should be taken during the first year.

The following five HS courses are required: HS 209, 210, 214, 309, and 318. In addition, students must choose one of the following courses to complete the HS minor: 230, 242, 310, 311, 376, or 449.

Affiliations

Gettysburg College has an agreement with Drexel University for early acceptance of selective graduates who meet the criteria for admission to the Doctor of Physical Therapy (DPT) program. The College also has an agreement with the Johns Hopkins University School of Nursing for a combined (3-2) or (3-1) degree program. The College also maintains agreements with the Pennsylvania College of Optometry and the SUNY State College of Optometry for accelerated (3-4) degree programs.

Curricular Goals

The following courses fulfill various curricular goals:

- Integrative Thinking/Quantitative, Inductive, and Deductive Reasoning: Health Sciences 242 and 332
- Integrative Thinking/Interdisciplinary Course: Health Sciences 230
- Integrative Thinking/Course Cluster: Health Sciences 211 and 212

112 Foundations of Health Sciences Examination and analysis of the health care system in the United States and the diversity of career options available within the health sciences. Exploration covers social, ethical, and political issues related to the health sciences. *Prerequisite:* Majors only or prospective majors.

209 Human Anatomy and Physiology I Systems approach to study the structure and function of the human body. Emphasis is placed on the levels of organization within the human body, and the anatomy and physiology of the integumentary, skeletal, muscular, and nervous systems. (The remaining systems are covered in HS 210.) *Prerequisites:* Biology 101 or 111 and Biology 102 or 112.

210 Human Anatomy and Physiology II Systems approach to study the structure and function of the human body. Emphasis is placed on the anatomy and physiology of the cardiovascular, lymphatic, respiratory, urinary, digestive, reproductive, and endocrine systems of the human body. (The remaining systems are covered in HS 209.) *Prerequisites:* Biology 101 or 111 and Biology 102 or 112.

211 Concepts in Personal Health Critical look at current health issues. Careful inspection of data concerning drugs, human sexuality, marriage and family living, aging, and environmental health is included, along with an examination of the relationship of personal health problems to the community at large.

212 Introduction to Community Health Broad overview of community health. Health promotion, consumer health, public health, school health, environmental health, preventative medicine, and the health care system are examined. Each area's contribution to community health is discussed.

214 Care and Prevention of Athletic Injuries Instruction in the prevention and care of injuries, protective equipment, safety procedures, facilities, emergency procedures, and medical research related to athletic training. Material in the official American Red Cross Standard First Aid and American Heart Association CPR courses is given, and certificates can be earned. Practical work covered includes massage, taping, bandaging, and application of therapeutic techniques.

224 Introduction to Disability Studies Examination and analysis of disability within the context of diversity. Through interdisciplinary interchange and experiential learning, analysis explores the biological, medical, social, cultural, political, technological, and economic determinants of disability.

230 Nutrition and Performance Integrated overview of human nutrition. Emphasis is placed on understanding how dietary choices impact general health and the development of chronic diseases. *Prerequisite:* Biology 101 or 111.

242 Biomechanics and Ergonomics Study of the science that investigates the mechanics of the human body at rest or in motion. Analysis covers basic mechanical principles of statics and

dynamics and application of these in the analysis of human motion. Ergonomics is the application of scientific information concerning humans to the design of objects, systems, and environment for humans.

309 Exercise Physiology Study of integration of the body systems in performance of exercise and work. Both acute and chronic stresses are considered. Performance of physical work under environmental stress situations is covered. Laboratory experiences include the measurement of physiological parameters under a variety of exercise conditions. *Prerequisites:* Health Sciences 209 and 210.

310 Assessment in the Health Sciences Practical and theoretical overview of various physical assessments related to health and disease. Focus is on learning the underlying physiological basis for different assessment techniques as well as the practical skills needed to perform and interpret them. Emphasis is also placed on understanding the underlying technology and methodology used for each technique. *Prerequisite:* Health Sciences 309.

311 Neuromuscular Physiology Examination of the neurological and physiological properties of skeletal muscle. Emphasis is placed on the structural adaptation caused by use and disuse as well as exposure to acute and chronic stimuli. In-depth study covers a variety of topics related to skeletal muscle, including skeletal muscle microstructure, temporal summation, excitation-contraction coupling, isokinetics, force-velocity dynamics, fiber typing, electrical stimulation, and immobilization. *Prerequisites:* Health Sciences 209 and 210.

318 Kinesiology Examination of the interaction of the skeletal, muscular, and nervous systems that create movement. Areas of study include the osteology, arthrology, myology, and neurology of the head, neck, trunk, and limbs. Various skills are analyzed to determine joint motion, types of muscle contraction, and involved muscles. *Prerequisite:* Health Sciences 209.

332 Statistics for the Health Sciences Introduction to statistical methods commonly employed in the health sciences. Emphasis is placed on descriptive statistics, fundamental

probability theory, hypothesis testing, and the use of common statistical software packages to perform these statistics.

376 Exercise and Chronic Disease Exploration of the basic pathophysiology of various chronic diseases. Students develop an understanding and appreciation of the role of exercise in preventing and treating chronic disease. Topics covered include hypertension, osteoporosis, cardiovascular disease, diabetes, asthma, obesity, and hyperlipidemia, among others. *Prerequisite:* Health Sciences 309.

449 Introduction to Research Overview of the theoretical basis for conducting, interpreting, and analyzing research in the health sciences. Focus is on understanding and identifying quality research, conducting an in-depth literature review, and learning how to construct investigations using human subjects. *Prerequisite:* Health Sciences 332, Mathematics 107, Biology 260, or permission of instructor.

460 Individualized Study: Research Independent investigation of a topic of special interest, including both literature and laboratory/field research. An oral presentation to the department and a written thesis are required. *Prerequisite:* Biology 260.

473 Individualized Study: Internship Independent internship experience under the direct supervision of professional personnel in a variety of HS-related areas. Internship must be approved by the Center for Career Development and the HS Department internship coordinator. Graded S/U.

475 Individualized Study: Internship (Summer) See Health Sciences 473 for course description.

476 Individualized Study: Capstone Internship Independent internship experience under the direct supervision of professional personnel in a variety of HS-related areas. Internship must be approved by the Center for Career Development and the HS Department internship coordinator. Graded A-F.

478 Individualized Study: Capstone Internship (Summer) See Health Sciences 476 for course description.

HISTORY

Professors Birkner, Boritt, and Guelzo

Associate Professors Bowman (Chairperson), Chiteji, Sanchez, and Shannon

Assistant Professors Hancock, Sommer, and Lowy

Visiting Assistant Professor Weber

Adjunct Instructors Dombrowsky and Morris

Overview

The study of history challenges students actively and creatively to engage sources of many kinds in order to construct persuasive verbal and written arguments about the past. Through an ongoing process of interpreting incomplete and often contradictory sources and participating in scholarly debates, students acquire critical thinking skills, such as the ability to make connections across time and place, to relate the specific to the general, and to recognize trends and change over time. Doing history encourages taking the long view of things; it is enjoyable; and it is liberating. Comparing different regions in different periods encourages students to appreciate the diversity of the human experience and leads them to a deeper understanding of their own history. In addition to preparing undergraduates for graduate studies, professional endeavors, and careers in teaching and writing, majoring in history sharpens skills of independent inquiry and encourages habits of informed citizenship.

Requirements and Recommendations

Requirements for a major are ten courses, including a 100-level history course, History 300 (typically in the sophomore year), and one of the senior research seminars. All majors must pass at least three additional 300-level courses and three courses at the 200 or 300 level chosen from at least three of five groups: American, European, Latin American, African, or Asian history. (Hist 345 and CWES 205 may not both count toward the major.) Senior research seminars, numbered 408 to 422, are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a faculty member in research upon a selected topic. Typically, participants are expected to engage in reading, discussion, oral reports, writing of formal papers based on individual research, and critiques of each other's work.

The minor in history consists of six history courses, of which no more than two may be at the 100 level and at least two must be at the 300 level. One course may be among the courses of other departments listed below. No courses taken S/U may be included.

Classics 251 (Greek History) and Classics 251 (Roman History) may be counted toward the ten-course requirement for the history major. A student who has declared a double major in history and a modern language may, with special permission from the chair of the department of history, count one of the following courses toward the ten-course requirement for the history major (but not toward the 300-level requirement): French 211; German 311, 312.

Curricular Goals

The following courses fulfill various curricular goals:

- Multiple Inquiries/Humanities: History 103, 104, 105, 106, and 110
- Local and Global Citizenship/Cultural Diversity (Non-Western): History 221, 222, 223, 224, 271, and 272
- Local and Global Citizenship/Cultural Diversity (Domestic or Conceptual): History 230 and 238
- Local and Global Citizenship/Science, Technology, and Society: History 226

103 Europe, Asia, and Africa: 1750–1930

Introduction to the history of the modern world (app. 1750–1930). Focus is on the comparative global history of Asia, Africa, and Europe during this period. Inquiry examines economic, political, and cultural interactions between these three continents, and includes some history of the Americas to round out the picture of world history. Themes include global economics (slave trade, industrial revolution(s), world markets), imperialism, nationalism, and world war. Intended as an introductory history class for all students; fulfills one of the humanities requirements; fulfills the global history requirement for majors.

104 History of the Islamic World to 1800

Introduction to the Islamic world from the origins of Islam to the decline of the Ottoman Empire. Analysis covers the geographical spread of Islam, terms of encounter with regional populations, and resulting exchanges. Study

includes reading the work of a Muslim historian and exploring the role of Sufism in winning converts.

105 The Age of Discoveries, 1300–1600 Overview of cultural and economic interactions between Europe, Asia, the Muslim world, and the Americas, and places great “discoveries” of Western history—the new World, conquests, the “rebirth” of antiquity, and the beginnings of modern science—within their context of cross-cultural exchange. Literary, scientific, and religious influences on individual encounters are considered, as well as historians’ explanations for long-term global realignments during a dynamic period in world history.

106 The Atlantic World, 1600–1850 Examination of the development of an Atlantic world system that connects Europe, Africa, and the Americas. Atlantic communities are studied in a comparative context that emphasizes international trade and communication, encounters between native and colonial peoples, the rise and fall of New World slavery, and the development of new national identities.

110 The Twentieth-Century World Historical change in the global setting, from the ascendancy of the pre-First World War empires to the present. Topics include technological development, imperialism and decolonization, world wars, political revolutions, social and economic forces, and the reshaping of thought and the arts in the diverse cultures of humanity.

203, 204 History of the British Isles Survey of British history from ancient times to the present. Includes Ireland, Scotland, and the overseas empire. Dividing point between the two courses is 1800.

206 Spain and the New World Examination of the social, cultural, and political history of Spain and the New World from 1450 to 1700. Special attention is given to the effects which the discovery of the New World had on Spain and Latin America and the manner in which Spain imparted its institutions, culture, and beliefs to the peoples it conquered.

209 Women’s History since 1500 Survey of the history of women since 1500, with particular attention on women’s participation in the political, economic, cultural, and familial realms.

Focus is primarily on European women, with occasional comparisons to the United States.

210 History of Early Modern France

Examination of major themes in French social, economic, and cultural history, from the reign of Francis I and the emergence of the Renaissance state to the Revolution with its sweeping away of the order associated with that state. Focus is on the changing social and economic structure of the period, as well as on the contemporaneous evolution of “popular” and political culture.

211 Popular Culture in Early Modern Europe, 1500–1800

Survey of developments in French, Italian, English, and German popular culture over three centuries. Inquiry covers whether elite culture-makers were waging war upon popular culture in early modern Europe and whether popular culture was being driven underground from the sixteenth to the eighteenth centuries. Topics of study include Carnival, community policing, ritual behavior, family life, violence, deviant behavior, religion, magic, and the transmission of culture.

216 Modern Russia and the Soviet Union

Introduction to the history of modern Russia and the Soviet Union. Study traces political, economic, cultural, and social developments in Russia from the time of Catherine the Great and the French Revolution to the collapse of the former Soviet Union. Topics include Tsarist Russia, Russia in World War I, the Russian Revolution of 1917, Stalinism, the Cold War, the Post-1945 period, and Gorbachev and the end of single-party rule. Also addressed are the role of women, minorities, and social classes in the history of modern Russia.

218 Modern Germany Introduction to the history of modern Germany, addressing political, economic, cultural, and social developments since 1800, with special attention given to the Bismarckian and Wilhelminian era, World War I, the Weimar and Nazi periods, World War II, the Holocaust, and the era of the two Germanys. *Students may not receive credit for this course and Hist 218-GC taught in Cologne.*

221, 222 History of East Asia Survey of East Asian civilizations to app. 1800 (in 221), and of East Asian political, social, and intellectual developments since the beginning of the Qing Dynasty.

223 Modern China Study of Chinese history since the beginning of the Qing Dynasty, with emphasis on transformations of the nineteenth century and the Nationalist and Communist revolutions.

224 Modern Japan Examination of Japanese history and culture from the beginning of the Tokugawa period (ca. 1600) to the present. Explores Japan's attempts at constructing a nation that would meet the challenges of modernity, while at the same time preserving Japanese traditions.

226 The Birth of a Deadly "Boy": The History and Science of the Atomic Bombings of Japan Exploration of the events surrounding the 1945 destruction of Hiroshima and Nagasaki. The history of the Pacific War leading up to the bombings is presented as well as the cultural, ethical, and political repercussions that followed in both the United States and Japan. A basic understanding of the science behind the weapons used and the biological damage done is given through appropriate atomic, nuclear, and medical physics. The controversy of the U.S. decision to use atomic weapons is discussed.

228 Modern Australia Survey of Australian history since the first European settlement. Major themes include political, economic, social, and cultural developments. Significant attention is paid to Australia's role in world affairs, racial policies, and demographic change.

230 The Native American–European Encounter in North America Study of encounters and adaptations between native American and European peoples in North America from 1500 to the present. Topics include the demographic consequences of contact; impact of European trade, religion, and war on native societies; relations between native Americans and the U.S. government; and the question of native American identity in the modern world.

231 United States to 1877 Survey of the United States from colonization through Reconstruction. Major topics include encounters and adaptations between European, African, and Native American peoples; origins, operation, and destruction of American slavery; ideological and political origins of American democracy; nineteenth-century urbanization and industrialization; and origins and consequences of the Civil War.

236 Urbanism in American History Introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the late twentieth century, investigation explores the nature of urban life and its influence on the course of American development.

238 African American History: A Survey Broad overview of the African and African American experience in colonial North America and the United States. Analysis considers how black peoples have responded to and been shaped by their experience during slavery and freedom, as well as examining the considerable economic, cultural, social, and political impact of their presence in the United States.

244 American Military History A survey of the American military experience from the early colonial period to the most recent experiences in the Gulf War and Afghanistan. Study encompasses the relationships and impact of warfare and military forces in the establishment, expansion, preservation, and development of the United States. Emphasis is on the context of American warfare and how it has influenced our history and way of life. Analysis covers factors that have influenced military operations, such as strategy, tactics, organization, technology, logistics, national will, leadership, and luck.

245 Gender and the American Civil War Study of the experiences of women and men during the Civil War era (app. 1840–1870s), with particular attention given to the following questions: How did the public role of women evolve during these decades? How did the experiences of women and men vary according to race, class, condition of servitude and location? How did the war illuminate or challenge existing gender roles? How did the military experiences of the war shape notions of masculinity?

248 Poverty and Welfare in American History Survey of the history of poverty and responses to poverty in America, from the colonial period to the passage of recent welfare reforms. Class focuses on three interrelated clusters of questions. Who were the poor and how have they lived? What have Americans thought about poverty? And what have been the public and private policy responses to poverty? Includes a required service-learning component

249 American Intellectual History Study of the history of American ideas and the ways Americans have invoked ideological or philosophical interventions to change or protect their moral lives and cultures, whether in the form of literature, philosophical treatises, protest writings, or writings about art and architecture. Readings include primary sources by William Ames, Jonathan Edwards, Charles Hodge, William James, W.E.B. DuBois, Reinhold Niebuhr, and Richard Rorty and interpretive essays.

261 Colonial Latin America Exploration of Spanish and Portuguese America from its roots in Iberia and indigenous America through three centuries of change. During the period, Native Americans, Europeans, and Africans transformed their economies and cultures and created new societies. Cross-listed as Latin American Studies 261.

262 Modern Latin America Survey of Latin American history from independence through the formation of national identity and the quest for modernity to dictatorship, democracy, and neoliberalism. Cross-listed as Latin American Studies 263.

264 Brazil: Earthly Paradise to Industrial Giant Major themes in Brazilian history from early Portuguese-indigenous relations, expanding frontiers, colonial society, and the development of African slavery through nineteenth-century formation of national identity to twentieth-century industrialization, political struggle, and cultural change. Cross-listed as Latin American Studies 264.

271, 272 African History and Society Study of African history from the pre-colonial era to the present. First semester covers traditional societies, state formations, Africa's relationship to the world economy, and European exploration and conquest. Second semester examines developments leading to the colonization of Africa, changes in African societies under colonial rule, African responses to colonialism, African nationalist movements, and post-colonial socioeconomic and political experiments.

279 U.S. and the Middle East U.S. relations with the Middle East 1880–present. Topics include great power rivalry, oil, the Arab-Israeli dispute, regional wars, political Islam, cultural and

religious differences, revolution in Iran, U.S. wars in the Persian Gulf and Afghanistan, and international terrorism.

300 Historical Method Introduction for majors to the techniques of historical investigation. Study considers the nature of history and examines the relation of history to other fields of study. *Prerequisite:* Two courses in history.

306 Italian City-States A study of the Italian city-states of the Middle Ages and Renaissance, particularly the evolution of the city-states of northern and central Italy from the ninth through the seventeenth centuries. A comparative study of the political, social, economic, and cultural systems of several city-states fosters an understanding of how the unique evolution of this area contributed to the development of modern western political theory, the rise of bourgeois society, European expansion, and the ascendancy of humanism in western culture

308 Women, Power, and Politics in Early Modern Europe Study of women's access to political power and their participation in politics in early modern and modern Europe. Consideration is given to different ways women exercised authority and influence and how they expressed a political voice. Includes an analysis of perceptions of politically powerful women.

311 Medieval Europe Survey of the period from the breakdown of Roman institutions in the West to the coming of the Black Death in 1347. Special emphasis is given to political, cultural, and social developments, including such topics as the Germanic invasions, the reign of Charlemagne, the struggle between secular rulers and the papacy, the Crusades, and the twelfth-century renaissance.

313 Renaissance and Reformation Study of the gradual transition from the medieval to the early modern world, from ca. 1350 to the end of the sixteenth century. Analysis covers the cultural, political, economic, and religious changes and discusses such seminal figures as Petrarch, Machiavelli, Luther, Calvin, and Loyola.

314 Early Modern Europe, 1550–1750 Study of early modern Europe beginning with the sixteenth-century wars of religion. Analysis continues with a study of the Habsburgs'

attempts to dominate Europe, the emergence of France to predominance, and the development of the absolute state. The cultural and social impact of those political changes form a central part of the class.

315 Europe and the Age of Revolution Intensive analysis of the origins and implications of the French Revolution. Study explores the differing aspirations of the nobles and peasants, lawyers and artisans, clerics and women, soldiers and philosophers whose world was transformed during the revolutionary decades. Investigation assesses diverse interpretations of the revolution's causes and its consequences for the development of modern political culture.

316 Transformations in Nineteenth-Century Europe In-depth analysis of the history of nineteenth-century Europe. Study charts political, economic, cultural, and social developments in Europe beginning with the Ancien Regime and the French Revolution. Focus is on the transformations in the nineteenth century that brought Europe and much of the world into the modern era. Topics include the industrial revolution, Napoleon, political ideologies, the creation of new social classes, and scientific and medical revolutions. Discussion emphasizes the differences between the world before 1789 and the world in which we live today.

317 Europe 1871–1919 Study of Europe from the Paris Commune of 1871 to the settlement of the Great War in 1919. Discussion explores transformations in European economies, states, foreign relations, society, and thought that formed the backdrop for the Great War.

318 Europe 1914–1945 Studies of selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

319 Europe since 1945 Perspectives on postwar Europe: reconstruction, de-Nazification, de-Stalinization, the end of the colonial empires, nationalism and European integration, and the role of the state and of religion, with the reflection of these in culture and society.

323 Gender in Modern Japan Examination of Japanese history from the 1600s to the present using gender as the main category of analysis. Connections between gender constructions (of

proper masculine and feminine roles) and the modernizing process are explored. Topics and themes include class differences, religious attitudes, political participation, sexual orientation, legal rights, militarism, educational and employment opportunities, participation in sports and the arts, and the role of the family.

334 Law and Society in U.S. History Study of how culture, politics, economics, and other forces have shaped the law and have been shaped by the law. The law's power to shape the lives and thinking of ordinary Americans is explored through an examination of a spectrum ranging from sensational murder cases to routine legislation.

335, 336 American Social and Cultural History Study of America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Offered alternate years.

341 Colonial America Examination of the colonization of North American from ca. 1500–1750, with emphasis on the European-Indian encounter, the origins of slavery, and comparative analysis of family, gender, and labor relations. Provincial American culture is studied from different regional perspectives and within a wider British-Atlantic world.

342 Revolutionary America Examination of the origins, conduct, and results of the American Revolution, from ca. 1750–1790. Emphasis is on the social and cultural transformation of American life and the political ideology of the revolutionaries. War for Independence is explored from the perspectives of soldiers, civilians, women, African Americans, loyalists, and Indians.

343 The Early Republic Study of the period from the 1790s to the Mexican War. Inquiry explores currents of American national life under such influences as Jefferson's agrarian republicanism, the emergence of liberal capitalism, and the democratic movements of the Jacksonian period. Attention is paid to slavery and sectionalism.

344 Lincoln: A Life Lived, a Life Remembered Study of one of the best-known American historical figures. Focus is on the role of the

individual in history, Lincoln's life and work, and the relationship of history, memory, and myth.

345 Civil War The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war.

346 Slavery, Rebellion, and Emancipation in the Atlantic World Comparative study of slave systems, enslaved peoples, and emancipation in the Atlantic World. Processes of slavery, resistance, and emancipation in Africa, the Caribbean, and the Americas from the 1500s to today are examined. Study also analyzes the effectiveness of emancipations and concludes by heightening awareness of ongoing slavery in Sudan and other countries.

347 Gettysburg in History and Memory Study of Gettysburg—a borough, a battle, a myth, and an inspiration that is as alive today as ever. Focus is on the military campaign and its impact on the people who lived here, with some consideration of the seminal event's afterlife up to the present day.

348 Early Twentieth-Century America Focus is primarily on the major political, economic, and social developments in the U.S. from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

349 The United States Since 1945 Examination of major political, economic, and social developments in the United States since 1945, including demands made on the United States as a leading world power.

361 Mexican Revolution Study of the background, precursor movements, participants, events, and outcome of the violent social revolution that swept the Mexican countryside between 1910 and 1917.

373 History of Sub-Sahara Africa in the Twentieth Century Study of the impact of European colonial rule on African cultures, African responses to colonialism, and the impact of the colonial experience on contemporary African nations. Also examined are various methods of African resistance to colonial rule.

SENIOR RESEARCH SEMINARS

408 The Reformation

410 Abraham Lincoln

412 Eisenhower and His Times

413 Decolonization in Africa

417 Meaning of Independence

418 Nazism

421 The United States and World War II

422 The Pacific War, 1931–1945

423 Comparative Frontiers of the Americas

424 Race on Trial

425 Topics in the American Civil War

426 Pennsylvania's Indians

Individualized Study Individual tutorial, research project, or internship, requiring the permission of an instructor who supervises the project. Instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

INTERDISCIPLINARY STUDIES

Associate Professor Bohrer

Assistant Professor Udden

Adjunct Instructors Berg, Clarke, Journey, Lindeman, and Lane

The Committee on Interdisciplinary Studies offers courses and coordinates specialized interdisciplinary programs. These may include international programs and global/area studies.

Among other opportunities for interdisciplinary studies is the individual major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least ten courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined academic purpose, and includes no fewer than eight courses above the 100 level, three or more courses at the 300 level, and a 400-level

individualized study course. The Committee on Interdisciplinary Studies has final responsibility for approving individual majors. (See “*Individual Major*” for a fuller description.)

By nature of their objectives and content, interdisciplinary studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines.

In addition to the courses listed below, courses of an interdisciplinary nature can be found in this catalog under the Africana Studies Program, the Asian Studies Program, the Environmental Studies Program, the Globalization Studies Program, the Latin American Studies Program, and the Women’s Studies Program.

Curricular Goals

The following courses fulfill various curricular goals:

- Multiple Inquiries/Humanities: IDS 103
- Multiple Inquiries/Arts: Film 252
- Local and Global Citizenship/Cultural Diversity (Non-Western): Film 261, 262, and 375
- Integrative Thinking/Course Cluster: IDS 103, 121, 217, 224, 241, 246, 247, 249, 250, 251, 322, and 325

103 Literary Foundations of Western Culture

Exploration of the origins of major genres of Western literature and thought, including epic and narrative poetry, drama, philosophical dialogue, and literary criticism. Authors read may include Homer, Sophocles, Euripides, Plato, Aristotle, Virgil, Seneca, Ovid, and others. Through reading, writing, and discussion of complete works, the student is introduced to those humanistic skills and critical methods that have traditionally distinguished the liberally educated person.

104 Literary Foundations of Western Culture

Exploration of the development of major genres of Western literature and thought (from the fall of the Roman Empire to the eighteenth century), including epic and narrative poetry,

drama, the novel, and literary nonfiction. Authors read may include St. Augustine, Dante, Rabelais, Shakespeare, Milton, Voltaire, and others. Through reading, writing, and discussion of complete works, the student is introduced to those humanistic skills and critical methods that have traditionally distinguished the liberally educated person.

121 Introduction to Peace and Justice Studies

Multidisciplinary survey of issues, concepts, and approaches to peace and justice at individual, social, and cultural levels. Topics include models of peace, the nature and causes of conflict, theory and practice of nonviolence, arms and disarmament, international peace-keeping strategies, and the relationship between peace, human rights, and social justice. Contains a service learning and/or internship component.

203 Journalistic Writing

Introduction to journalistic writing, including news and feature stories, sports and specialty stories, and editorials. Focus is on developing an understanding of what makes news, how to conduct an interview, and how to write follow-up stories. Students are required to submit articles to the campus newspaper, *The Gettysburgian*. Trips to newspaper offices in the area are offered.

204 Fly-Fishing in Spirit, Language, and Practice

Introduction to the history, cultural significance, and practice of fly-fishing. Survey examines the religious themes often attached to fly-fishing, which have been expressed in some of the most loved writings in the English language. Study covers a basic knowledge of fly-fishing and the ecological issues surrounding the sport. Offered every other year.

208 Linguistics: Perspectives on Language

Introduction to linguistics and language pedagogy. Goal is to learn ways of looking at languages to gain perspectives that are necessary in teaching languages as second, foreign, or heritage languages. Topics include the nature of human language, subfields of formal and functional linguistics, first and second language acquisition, bilingualism and heritage languages, and language pedagogy.

217 American Civil War on Film Examination of how the Civil War has been presented by various American filmmakers from the silent era to the

present. Various themes common to Civil War films are considered, including violence, race, politics, and iconography.

223 Literature of Anger and Hope That families through the ages have struggled with enmity and abuse we know from reading Greek tragedy and Shakespeare's plays. In the twentieth century, violence has come to the fore in terms of ethnic and religious hatred, war, and racism. Yet in response to these events, major writers have created significant works of literature which transform the worst acts into promises of healing and reconciliation. Our objectives are to understand the terms of the conflict represented in each text and to explore the techniques by which each writer generates a sense of hope for humankind. Offered spring 2004.

224 Justice and Contested Corporation Introduction to continuing debates about purposes and legitimacy of the corporation in American society. Three contrasting conceptions of the modern corporation are critically assessed through justice and historical inquiry. Contested meanings of the corporation are studied using a variety of texts, including fiction, nonfiction, poetry, autobiography, and social criticism. Designed as a cluster-friendly opportunity for students to fulfill the Integrated Thinking goal in the Gettysburg Curriculum.

241 Modern Irish Drama Exploration of the evolution of modern Irish theatre within the matrix of the esthetic and political revolutions that occurred, and continue to occur, in twentieth-century Ireland. Irish dramatists have produced a body of literature remarkable for both its unparalleled artistic achievement and its acute political and social responsiveness. Major emphasis is accorded W. B. Yeats, Lady Augusta Gregory, John M. Synge, Sean O'Casey, Samuel Beckett, and Brian Friel. Not offered every year.

246 Irish Quest for Identity: The Irish Literary Revival Study of the culture and history of Ireland as reflected in its literature in English, c. 1880–c. 1940. Course explores how Ireland, principally through her writers, succeeded in reviving and asserting her unique Gaelic identity during the decades immediately preceding and following the War of Independence (1916–1921).

Authors studied include Augusta Gregory, W. B. Yeats, J. M. Synge, Sean O'Casey, and James Joyce. Not offered every year.

247 Maintaining Irish Identity: Modern Irish Literature Survey of Irish literature since the 1940s. Course examines how poets, dramatists, and writers of fiction have responded to the problems of maintaining an Irish identity on a partitioned island and in the contemporary world. Special attention is given to the interrelationship of Catholic and Protestant and rural and urban traditions. Authors studied include dramatists such as Samuel Beckett, poets such as Seamus Heaney, and fiction writers such as Sean O'Faolain. Not offered every year.

249 Jewish Writing in the Modern World Introduction to a wide-ranging variety of Jewish writing from the past 100 years, including religious, political, philosophical and literary texts. Course explores such questions as: What makes a text Jewish? How do writers express, repress, redefine the meanings of Jewishness/Judaism? What is Jewish self-hatred? Students examine different stages of Jewish immigrant life and ways that films (such as *The Jazz Singer*, *Fiddler on the Roof*, and *Goodbye, Columbus*) are both a product and a recorder of that experience.

250 Criminal Justice Exploration of the American system of law enforcement, criminal trial and appeal, and corrections. Study includes briefing Supreme Court case for use at trial, and visits to Adams County court, public defender, and district attorney offices as well as Gettysburg police to see how this system works in a rural small-town area. Examinations are modeled after law school testing and bar examinations.

251 The Law in Film Study of film to explore questions of justice and application of rules of ethics and local rules of court. Students lead discussions and are asked to synthesize the class in a final project involving a multi-level legal analysis of a single film.

255 Science, Technology, and Nuclear Weapons Study of the effect of technology on the many issues related to nuclear weapons and the scientific principles associated with their production. Coverage includes nuclear weapons effects, strategic arsenals, past and current attempts at arms control, environmental

impact of weapons production, testing and dismantlement, the post-cold war climate, and nuclear disarmament. Special emphasis is given toward understanding current nuclear non-proliferation efforts.

267 Theatre and Religion Investigation of the theatre's role in various Western and non-Western religions. Students gain an understanding of and an appreciation for the function of performance and design in worship, liturgy, and ritual. They also develop a critical sense of the theatre's effectiveness as a teaching device within a religious context. A significant effort is made in assessing religion's impact on the theatre's evolution in form, style, and purpose. *Prerequisite:* Permission of instructor.

268 The Arts, Environment, and Religions of Indonesia Study of the arts, cultural traditions, environmental issues, and religious practices of the people of Bali. Students live with local families, where they experience the significance of the family structure in Balinese life, art, and religion. Students witness a vast assortment of art-based experiences, including theatrical and dance programs and participation in master classes with painters, dancers, musicians, carvers, and actors. Offered when conditions allow. One class unit of credit. *Prerequisite:* Permission of instructor.

322 I. W. Foundation Public Policy Seminar. Interdisciplinary public policy seminar offered on a specific topic each year. Seminar encompasses an examination of the decision-making process from the original articulation of needs through official responses and on to measuring the impacts of those decisions in the public domain. A prominent authority in the field of public affairs is invited to direct the seminar each year, with the focus of each course being determined by that person's field of endeavor and expertise. *Topic for spring 2006:* Globalization.

325-L London Seminar: Living in Troubled Times: Conflict and Its Consequences in Britain Interdisciplinary study focusing on a variety of consequences on society in Britain because of its participation in many of the wars that have shaped the history of the twentieth century, including World Wars I and II and wars of decolonization. Inquiry examines the types of

change interstate conflict has produced in this society as well as the means people have used to respond to or cope with armed conflict and its consequences. Topics include the effects of war on the home front, public attitudes in Britain toward war, the evolution of the peace movement in Britain, and the portrayal of war in art and literature. Topics are examined through a variety of lenses, including memoirs, exhibitions of photography and war posters, war monuments, public opinion polls, and fiction.

SPECIAL PROGRAMS

The following is a partial list of individual major programs pursued in recent years: Japanese studies, law and ethics, foundations of writing, sports management, ethical writing, comparative literature, international economics, behavioral neuroscience, music management, African culture and development, cinematic arts, cultural studies, museum studies, and foundations of journalism.

American Studies

Gettysburg College offers a variety of courses analyzing American life and thought, which provide students with many opportunities for creating individual majors in American studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, individual majors could be designed in the areas of early-American culture, modern American social stratification, ethnicity, or the religious and economic values of the American people. Students should seek assistance in planning an American studies individual major from Professors Birkner (History) or Duquette (English), or other faculty members who teach courses in these areas, or from the Committee on Interdisciplinary Studies.

Comparative Literature

Gettysburg College offers courses in many literatures in the original languages (ancient Greek, Latin, Italian, Spanish, French, German, English, and Japanese). In addition, a number of courses are offered in foreign literature in translation (Classics, IDS, Japanese). Students who work in more than one language (e.g., English and Spanish) are encouraged to consider creating an individual major in

Comparative Literature in consultation with faculty in the appropriate departments. The study of comparative literature enables students to emphasize a particular period, theme, or genre across cultures, instead of the traditional focus on the chronological study of a national literature. A particular theoretical approach can also be cultivated (such as feminist, reader-response, structuralist, Marxist, and Freudian). Special courses, such as Art Song, may also count towards an individual major in Comparative Literature. Students who wish more information are encouraged to consult with any of the following advisors to the program: Professors Cahoon and Zabrowski (classics); Anchisi (Italian); Fee (Old Norse; Middle German); N. Cushing-Daniels (Spanish); Armster, McCardle, and Ritterson (German); Binet and R. Viti (French); and Hogan (Japanese). Professor Myers (English; Irish literature) is also an advisor to the program, as are many members of the English and Theatre departments.

Film Studies Minor

Gettysburg College offers numerous courses in film studies. Many courses are located in Interdisciplinary Studies, but several departments have film offerings, including Theater Arts, English, Women's Studies, Philosophy, Sociology/Anthropology, French, Italian, and Spanish, among others.

Requirements for the minor in film studies consist of six courses. Film 101 and either Film 250 or Film 251 are required. In addition, four other courses approved for the minor must be selected; it is strongly recommended that two of these be Film 220 and 252. Other courses may include Anthropology 215, Asian Studies 220, English 303, French 332 or 333, IDS 217, Philosophy 335, Sociology 204, Spanish 353, Women's Studies 220, one FYS film course, one individualized study or internship, or any course with a Film prefix.

101 Introduction to Film and Film Studies

Introduction to film and film studies, with an overview of the basic properties of film as a medium and as a field of study. Topics covered include film production, film form, and the concept of style, plus basic issues of film analysis, film history, film theory, and film as a cultural phenomena.

220 Video Production Introduction to video production through hands-on skills and conceptual backing. Study covers camera optics, mise-en-scene, lighting, sound design, editing, screen-writing, narrative, and documentary and experimental forms. Attention is given to how the medium is used in varying social, political, and historical contexts.

250 History of World Cinema, 1895 to 1945

Exploration of the origins and evolution of world cinema from its official inception in 1895 through the end of World War II. Notable developments, such as the invention and diffusion of cinema, early Italian features, French Impressionism, German Expressionism, Soviet Montage, Japanese cinema in the 1930s, and the rise of American cinema as the dominant economic force, are covered. Films are analyzed in light of every possible contextual factor (cultural, national, political, industrial, etc.) to understand why films are made in certain ways under different conditions.

251 History of World Cinema, 1945 to the Present

Exploration of world cinema from the end of World War II to the present day. Notable developments and movements from all over the globe are covered. Films include examples from Italy, France, Japan, Cuba, the former Soviet Union, Hong Kong, Taiwan, Iran, and the United States. Films are analyzed in light of every possible contextual factor (cultural, national, political, industrial, etc.) to understand why films are made in certain ways under different conditions.

252 Film Aesthetics and Analysis Study of various types of films to explore what makes them complete works of art resulting in certain aesthetic effects. Various critical, analytical, and theoretical models help students understand a single film in its entirety, noting how various discrete parts make up a single aesthetic whole. Films shown in labs include popular Hollywood films, independent films, European art cinema, Asian cinema, and others. *Prerequisite:* Film 101 or permission of instructor.

261 Japanese Cinema Overview of Japanese cinema, exploring the history and the various manifestations of Japanese cinema. Course examines why Japanese cinema is arguably the most successful national cinema historically. It also explores the sheer complexity of Japanese

cinema, from its highly accomplished auteurist strands, to its more generic fare.

262 Hong Kong Cinema Historical investigation of Hong Kong cinema from the 1960s to the present. Works by Bruce Lee, Jet Li, Jackie Chan, Michael Hui, Ann Hui, Tsui Hark, John Woo, Chang Cheh, King Hu, Lau Kar-leung, Stanley Kwan, and Wong Kar-wai are explored to determine how this is arguably the most physical and energetic popular cinema ever created. Generic, cultural and industrial backgrounds are provided to explain a cinema that actually kept Hollywood at bay for decades. *Prerequisites:* Film 101, 250, 251, and 261; or permission of instructor.

272 Introduction to Documentary Film Studies Introduction to the history and theory of documentary film practice. Inquiry explores the ethical issues of representing reality, as well as the social, political, and cultural functions of the medium, through the examination of various types of documentary films. Analysis covers the components of documentary style, including narrative, cinematography, mise-en-scene, sound, and editing as well as the different modes of documentary representation.

350 Special Topics in Film Theory Study of a variety of directors, genres, techniques, and other aspects of film theory. Focus for spring 2007 is film genres. *Prerequisite:* One film course.

375 Comparative National Cinema Study of comparative national cinemas, focusing on four distinct national responses to a globalizing medium. The seemingly straightforward concept of a "national cinema" raises numerous issues, none of which is easily resolved.

Law, Ethics, and Society

Gettysburg College offers several law-related courses presenting students with the opportunity to explore fundamental aspects of the law as part of the liberal arts curriculum: civil rights and liberties, constitutional law, the criminal justice system, legal reasoning, ethical issues and the law, philosophy of law, business law, environmental law, and criminology. Through such interdisciplinary study, students explore the close interplay of law, ethics, and the society from which law springs and which it serves. Individual majors may be designed that emphasize the law within its social and historical

context and that, combined with internships, research opportunities, or off-campus study (such as our affiliated program with American University), give students a rich appreciation of the law in its many dimensions. Students who wish more information may contact any of the following advisors to the program: Professors Journey (interdisciplinary studies), Mott (political science), and Portmess (philosophy).

INTERNATIONAL AFFAIRS CONCENTRATION

Eileen Stillwaggon, Director

Overview

The International Affairs Concentration (IAC) exposes students to factors and forces that have shaped the contemporary world. The program promotes a multidisciplinary approach to the study of international relations by focusing on issues facing the international community, the interdependence of the international community, and the interactions of both states and other actors as they attempt to achieve their foreign policies or goals. Students pursuing careers connected with international issues or students interested in related graduate school study should find this program attractive.

The program provides selected students with an opportunity to gain specialization in the multidisciplinary field of international relations, while at the same time developing a disciplinary foundation within their major concentration. IAC primarily serves the social sciences and humanities departments whose majors have traditionally displayed an interest in international relations. These departments are Economics, French, German, History, Management, Political Science, Sociology and Anthropology, and Spanish. Students majoring in other disciplines are welcome to participate in the IAC; their specific programs are developed with the assistance of their major adviser and an IAC adviser. IAC students also are able to develop a specific regional track, such as Latin America, Europe, Africa, or Asia.

Requirements and Recommendations

The IAC consists of nine core courses drawn from the departments of economics, history, and political science, as well as a series of electives available from other departments. Study of a language beyond the College

requirement and study abroad are not required, but are strongly encouraged. Students interested in IAC should begin taking core courses in their first or second year. Application for the program is made through the IAC director. Students should apply for the IAC between the second semester of their first year and the end of their sophomore year. To be accepted into the program, students must have a GPA of 2.6 or above overall and in their major. To remain in the program, students must have a GPA of 2.6 or above in the major, the IAC courses, and other College courses.

Starting with the Class of 2003, all students accepted into the International Affairs Concentration must take the following courses. Students majoring in economics, history, or political science must also take additional courses, as described below.

Economics 101 Introductory Economics
Economics Regional Elective

Economics 251 International Economics

History 110 Twentieth-Century World

Select Concentration Elective in History (one course at the 200 or 300 level; see SCE listing)

Political Science 103 Introduction to International Relations

Political Science 242 U.S. Foreign Policy

Select Concentration Elective in Political Science (one course; see SCE listing)

IAC 400 Junior-Senior Seminar (to be taken in either the junior or senior year)

In addition to taking the nine core courses listed above, all economics, history, and political science majors must take three additional select concentration electives outside of their major program because the core courses they take in their major discipline are counted in their major requirements. SCE courses are listed for each academic year. The list of electives is available from the director of IAC and the IAC web page.

JAPANESE STUDIES

(See *Asian Studies*)

LATIN AMERICAN STUDIES

Barbara A. Sommer, Coordinator

Overview

Gettysburg College offers a minor in Latin American studies and, in conjunction with the Spanish department, a combined major in Spanish and Latin American studies. The minor consists of six courses in the social sciences and humanities. Students who minor in Latin American studies are encouraged to spend a semester studying abroad in Latin America or the Caribbean. The combined Spanish/Latin American studies major requires a total of twelve courses, including one semester of study abroad in a college-affiliated program in a Latin American country. Approved college-affiliated programs currently include two sites in Argentina and three sites in Mexico.

The goal of the Latin American studies minor and the combined major is to promote a multidisciplinary approach to the study of Latin America. Drawing on courses in the humanities and social sciences, the minor and major expose students to factors and forces that have shaped the region. This approach to learning about Latin America allows students to develop informed views of complex regional issues. In addition, by emphasizing the interdependence of our environments, it seeks to help students understand civic responsibilities in terms that go beyond national borders.

The College, the town of Gettysburg, and the greater Washington area provide a stimulating environment for the study of Latin America. On campus, our program of activities includes lecture and colloquium series, musical performances, panel discussions, art exhibits, and films focused on Latin America. Ample opportunities exist for students to interact with the growing Latino community in Gettysburg by participating in heritage festivals and service-learning-based courses and volunteering with local community groups. Students can also pursue internships in Washington, D.C., with organizations such as the Organization of American States and the Washington Office on Latin America.

Curricular Goals

The following courses help fulfill various curricular goals:

- Multiple Inquiries/Humanities: Latin American Studies 222
- Integrative Thinking/Course Cluster: Latin American Studies 140, 147, 195, 214, 223, 231, 262, and 300
- Local and Global Citizenship/Cultural Diversity (Non-Western): Latin American Studies 223, 232, and 236
- Local and Global Citizenship/Cultural Diversity (Domestic or Conceptual): Latin American Studies 222, 232, 236, 290, and 322.

Requirements and Recommendations for the Minor

In order to minor in Latin American studies, students must fulfill the College's language distribution requirement in Spanish or one of the other principal languages spoken in Latin America. Students on the alternate language track may also minor in Latin American studies. Students must take six courses from the list below. Students must take two courses from those listed as core courses and four courses from those listed as distribution courses. In the case of the core courses, all students must take LAS 140 and either LAS 300 or LAS 331. In the case of the distribution courses, students must draw from courses in at least two of the College's divisions (i.e., the courses must draw on both humanities and the social sciences).

Core Courses:

- LAS 140** Introduction to Latin American Studies
- LAS 300** Special Topics in Latin American Studies
- LAS 331** Reinventing Latin American Societies

Distribution Courses:

- LAS 147** Contemporary Latin American Culture
- LAS 148** Latin American Cinema
- LAS/Econ 214** Latin American Economic History and Development
- LAS 220** Topics in Latin American Literature
- LAS 222/WS 221** Bridging the Borders: Latin and Latin American Women's Literature
- LAS 223/AFS 236** Mapping Caribbean Identities
- LAS/WS 231** Gender and Change in Africa and Afro-Latin America

LAS/Anth 232 Precolumbian Civilizations of Mesoamerica

LAS/Anth 236 Precolumbian Civilizations of South America

LAS/Hist 261 Colonial Latin American History

LAS/Soc 262 Social Development of Latin America

LAS 263/Hist 262 Modern Latin American History

LAS/Hist 264 Brazil: Earthly Paradise to Industrial Giant

LAS/Soc 267 Society and Politics in Latin America

LAS/Pol 275 Latin American Politics

LAS 290 Learning and Serving in the Local Mexican Community

LAS 322/Span 206 The Hispanic Heritage in the United States

LAS/Soc 331 Reinventing Latin American Societies

LAS/Hist 361 Mexican Revolution

LAS/Pol 412 Women and the Political Economy of Development

LAS 461 Individualized Study

FYS 109-3 On the Road in Latin American Film

FYS 129 Music of Spain and Latin America

FYS 195 Tales of Torture and Terror: Testimonial Arts in Twentieth-Century Latin America

Pol 252 North-South Dialogue (only when course includes travel to Latin America)

Span 309 Current Events in the Hispanic World

Span 343 Survey of Latin American Literature I

Span 344 Survey of Latin American Literature II

Span 351 Lyric Poetry

Span 353 Introduction to Hispanic Cinema

Span 354 Nineteenth-Century Literature in Spain and Latin America

Span 355 Hispanic Theater

Span 376 Latin American Contemporary Prose

Span 378 Twentieth-Century Literature of the Hispanic Caribbean Islands

Span 379 Colonialism and Latin America

Requirements and Recommendations for the Combined Major

The combined major requires a total of twelve courses. Six of these must be Latin American studies courses and six (above the 202 level or

equivalent) must be Spanish courses. One of the twelve courses will constitute the capstone experience, which is to take the form of an independent study to be completed during the senior year. *Depending on the topic of the independent study, the student will substitute this course for one of the three elective courses used to complete either the Latin American studies portion or the Spanish portion of the combined major.* During the required semester of study abroad in Latin America, a maximum of two courses can be applied to the Latin American studies component of the major and a maximum of two courses can be used to fulfill electives for the Spanish portion of the major.

Spanish Department Course Options

Core Courses (required of all majors):

Span 301 Spanish Composition and Conversation

Span 320 Topics Literature Course (two different sections required)

Students who demonstrate an exceptional command of the Spanish language may petition the department to be exempted from the Spanish 301 requirement.

Students must take two different sections of Spanish 320. Students must make sure the titles of the two courses differ each time they take the course.

Elective Courses: Select three of the following:

Span 302 Cultural Images: Humanities*

Span 303 Cultural Images: Social Sciences*

Span 309 Current Events in the Hispanic World

Span 351 Lyric Poetry

Span 353 Introduction to Hispanic Cinema

Span 354 Nineteenth-Century Literature in Spain and Latin America

Span 355 Hispanic Theater

Span 376 Latin American Contemporary Prose

Span 378 Twentieth-Century Literature of the Hispanic Caribbean Islands

Span 379 Colonialism and Latin America

**Students may take Spanish 302 and/or Spanish 303 if the course focuses on Latin America rather than peninsular Spain.*

Latin American Studies Course Options

Core Courses (required of all majors):

LAS 140 Introduction to Latin American Studies

One 200-level course (chosen from LAS/Hist 261, LAS/Soc 262, LAS 263/Hist 262, or LAS/Pol 275)

One 300- or 400-level course (chosen from LAS 300, LAS 322/Span 206, LAS 331, LAS/Hist 361, or LAS/Pol 412)

Elective Courses: Select three of the following:

LAS 147 Contemporary Latin American Culture

LAS 148 Latin American Cinema

LAS/Econ 214 Latin American Economic History and Development

LAS 220 Topics in Latin American Literature

LAS 222/WS 221 Bridging the Borders: Latin and Latin American Women's Literature

LAS 223/AFS 236 Mapping Caribbean Identities

LAS/WS 231 Gender and Change in Africa and Afro-Latin America

LAS/Anth 232 Precolumbian Civilizations of Mesoamerica

LAS/Anth 236 Precolumbian Civilizations of South America

LAS/Hist 261 Colonial Latin American History

LAS/Soc 262 Social Development of Latin America

LAS 263/Hist 262 Modern Latin American History

LAS/Hist 264 Brazil: Earthly Paradise to Industrial Giant

LAS/Soc 267 Society and Politics in Latin America

LAS/Pol 275 Latin American Politics

LAS 290 Learning and Serving in the Local Mexican Community

LAS 322/Span 206 The Hispanic Heritage in the United States

LAS/Soc 331 Reinventing Latin American Societies

LAS/Hist 361 Mexican Revolution

LAS/Pol 412 Women and the Political Economy of Development

LAS 461 Individualized Study

FYS 109-3 On the Road in Latin American Film

FYS 129 Music of Spain and Latin America

FYS 195 Tales of Torture and Terror: Testimonial Arts in Twentieth-Century Latin America

Pol 252 North-South Dialogue (only when course includes travel to Latin America)

140 Introduction to Latin American Studies

Study of Latin American and Caribbean societies focusing on history, culture, politics, and economics. Inquiry explores the formation and development of these societies by analyzing a number of topics, including the conquest of Amerindian civilizations, colonialism, neocolonialism, nationalism, revolution, modernization, social movements, democracy, and neoliberal globalization.

147 Contemporary Latin American Culture

Study of contemporary Latin American cultures through examination of their art—literature, music, film, painting, and photography—viewed as an expression of the relationship between the artist and his/her social environment. Focus is on the interrelationship between the social, political, and intellectual factors that shape Latin American cultures and their unique artistic creations.

148 Latin American Cinema

Overview of Latin American cinema from the 1960s to the present. Study explores the use of film in Latin America as a means for analyzing and critiquing political, social, and economic issues. Inquiry traces the evolution of film aesthetics in Latin America during the last four decades and examines filmmaking environments in representative countries with a strong film tradition.

214 Latin American Economic History and Development

Intensive examination of Latin America, using the framework of economic analysis and political economy to consider economic history, growth, and development. Economic theory provides the primary paradigm within which the region is studied, but consideration is also given to historical events that conditioned the economic outcomes. *Prerequisite:* Economics 101.

220–229 Topics in Latin American Literature

Study of Latin American literature and related arts from varying perspectives. Taught in English.

222 Bridging the Borders: Latina and Latin

American Women's Literature Study of selected works in English by Latin American women and Latina women from the United States. Course explores both connective links and dividing lines of women's lives in the context of a common cultural heritage that has evolved into

multiple variants as a result of geographical, historical, economic, ethnic, and racial factors. Cross-listed as Women's Studies 221.

223 Mapping Caribbean Identities

Study of the evolution of the Caribbean people from colonial to post-colonial times through careful reading of literature. Readings include novels from the English, Spanish, and French Caribbean, with a small and accessible body of post-colonial theory supplementing the works of fiction. Focus is on the different political, economic, and cultural realities imposed on the various islands and their populations by the respective colonizing powers. Cross-listed as Africana Studies 236.

231 Gender and Change in Africa and Afro-Latin

America Exploration of the diversity of women's familial, political, economic, and social realities and experiences in West Africa and the African diaspora in South America and the Caribbean. Particular attention is given to the processes by which indigenous West African gender and cultural patterns and their inherent power relations have shifted since pre-colonial times and across the Atlantic into the New World. Also examined are the concept of diaspora and theories relative to processes of cultural change, resistance, and retentions, as well as the role gender plays in these processes. Cross-listed as Women's Studies 231.

232 Precolumbian Civilizations of Mesoamerica

Introduction to the organization and development of Native American civilizations in Mexico and Central America. Evidence from archaeological and ethnographic research, Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Olmec, Maya, and Aztecs. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. *Prerequisite:* Anthropology 103 or 106, Latin American Studies 140, or consent of instructor. Cross-listed as Anthropology 232.

236 Precolumbian Civilizations of South America

Introduction to the organization and development of Native American civilizations in South America. Evidence from archaeological

and ethnographic research, Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Inka, Moche, and Chavin. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. *Prerequisite:* Anthropology 103 or 105, Latin American Studies 140, or consent of instructor. Cross-listed as Anthropology 236.

261 Colonial Latin American History Exploration of Spanish and Portuguese America from its roots in Iberia and indigenous America through three centuries of change. During the period, Native Americans, Europeans, and Africans transformed their economies and cultures and created new societies. Cross-listed as History 261.

262 Social Development of Latin America Study of Latin American societies focusing on the development of democracy and social movements. Analysis covers a variety of Latin American democratic and authoritarian experiences, including both top-down and bottom-up approaches to the study of democracy. Cross-listed as Sociology 262.

263 Modern Latin American History Survey of Latin American history from independence through the formation of national identity and the quest for modernity to dictatorship, democracy, and neoliberalism. Cross-listed as History 262.

264 Brazil: Earthly Paradise to Industrial Giant Major themes in Brazilian history from early Portuguese-indigenous relations, expanding frontiers, colonial society, and the development of African slavery through nineteenth-century formation of national identity to twentieth-century industrialization, political struggle, and cultural change. Cross-listed as History 264.

267 Society and Politics in Latin America Study of the sociopolitical evolution of nineteenth- and twentieth-century Dominican Republic. Course examines the tension between dictatorship and democracy, changing economic patterns of Dominican life, and the influence of the U.S. military interventions of 1916–1924 and 1965–1967 on the modern Dominican state. Emphasis is on how the

Dominican Republic mirrors contemporary Caribbean sociopolitical development. Cross-listed as Sociology 267.

275 Latin American Politics Introduction to Latin American politics. Focus is on political issues surrounding economic development in the Latin American context: political preconditions, policy choices of Latin American regimes and leaders, and political consequences of development in general and of policy choices in particular. Course also compares the political systems and development trajectories of Latin American countries to other countries in the world. *Prerequisite:* Political Science 104 or permission of instructor. Cross-listed as Political Science 275.

290 Learning and Serving in the Local Mexican Community Exploration of the Mexican presence in the United States through readings, film, music, art, and service learning. Students work 24 hours with a local Latino family throughout the semester to aid the family in learning English, help with its basic needs, and generally acculturate to American society. Students learn basic English as a Second Language teaching techniques and experience the Mexican culture first-hand. *Prerequisite:* Spanish 202 and permission of the instructor.

300–309 Special Topics in Latin American Studies A thematic course focusing on twentieth-century Latin America.

322 The Hispanic Heritage in the United States Study of the Hispanic experience in the territory that is now the United States, from the early Spanish explorations to the present. Inquiry examines the historical roots of the various groups that belong to this large, diverse segment of the U.S. population, analyzing the issues that distinguish each group as well as those that join all the groups under the Hispanic umbrella. Readings, films, guest speakers, and contact with the local Hispanic community provide sources of information for reflection on the ways in which the various groups have faced the challenges of integration into American society. Conducted in English; cross-listed as Spanish 206. Students who take the course as Spanish 206 are required to fulfill some of the course work at the Spanish 202 level. For these students, a B- or higher in Spanish 201 is required.

331 Reinventing Latin American Societies Study of the changing role of the state in twentieth-century Latin America. Inquiry explores why Latin American states shifted from promoting national development to preparing the region for globalization. Issues of social movements, political control, citizenship, and neoliberalism are examined in the context of widespread economic, social, and political structuring of Latin American societies. *Prerequisite:* LAS 140 or any other course with a focus on Latin America. Cross-listed as Sociology 331.

361 Mexican Revolution Study of the background, precursor movements, participants, events, and outcomes of the violent social revolution that swept the Mexican countryside between 1910 and 1917. Cross-listed as History 361.

412 Women and the Political Economy of Development Examination of the central role that women in developing countries perform in the development process, as well as of the impact that development has on women. Analysis covers the role that women play in household production and in the care of their families and their participation in both the formal and informal economies. Perspectives ranging from economists' efforts to accurately measure women's contributions to development, to political scientists' focus on the political power of women, to feminist critiques of mainstream development theories are employed. *Prerequisites:* Political Science 103 or permission of instructor. Cross-listed as Political Science 412.

461 Individualized Study

MANAGEMENT

Professors Bobko and Gilbert
Associate Professors Frey and Walton
Assistant Professors Leigh and Marvel

Overview

The department provides a distinctive curriculum designed to engender understanding of the role of management in a variety of organizational settings: public, private, local, national, and international. In order to develop the breadth of understanding appropriate for a liberal arts education, the curriculum incorporates the

historical and social contexts within which managerial decisions are made and brings into clear focus the moral and ethical dimensions of such decisions. Students are encouraged and equipped to become informed decision-makers, who employ carefully considered values and the aesthetic and intuitive components of leadership, as well as the relevant analytic and technical skills. Most important, the curriculum and the manner in which it is taught foster the qualities of critical, creative thinking; the entrepreneurial disposition to be intellectually bold, independent, and innovative; the zest for lifelong learning; and the values so important to vital and socially responsible management in our public and private enterprises.

Requirements and Recommendation

Majors in management are required to complete eleven core courses plus one elective. The eleven core courses are as follows: Economics 101; Management 111, 155, 235, 270, 321, 341, and 365; and a three-course capstone experience, including 400, 401, and an ethics course, that spans both semesters of the senior year. Majors must earn a grade of C or better in Management 235. (Management 235 may not be repeated for the major.) Students anticipating a management major are encouraged to take the economics course and 100-level management courses in the first year. For more detailed information on the requirements, contact the department.

To qualify for departmental honors in management, a student must 1) satisfactorily complete the three management capstone courses during the senior year with an average grade in those three courses of B-plus or better; 2) be recommended by his or her adviser; and 3) have earned a 3.5 departmental grade point average.

Management majors are encouraged to take advantage of the opportunity for off-campus study. To enable completion of the two-semester capstone requirement, students should plan their off-campus study for either the first or second semester of the junior year.

III Organizations and Society Conceptual and empirical understanding of the structure of organizations and the managerial principles that affect productivity and organizational effectiveness. The ambiguity and complexity

of human organizations are examined by systematizing and interrelating basic concepts of organization theory. An open systems approach recognizes the dynamic interaction of organizations with their environments.

Prerequisite: Economics 101.

155 Accounting for Management Decisions

Integration of financial and managerial accounting topics, emphasizing what accounting information is, why it is important, and how it is used. Topics such as understanding, interpreting and analyzing financial statements, coupled with cost behavior, decision making, and budgeting, form a solid accounting foundation for future managers. *Prerequisite:* Economics 101.

235 Quantitative Thinking in Management A

blend of quantitative methods, logic, computer usage, and college-level mathematics for all facets of analysis of management issues. Topics include measurement (effectiveness, performance, diversity, etc.), statistical methods (descriptive, inferential, hypotheses), logic and decision making, and quantitative aids.

Prerequisites: Working knowledge of college-level algebra; Economics 101.

267 Finance Emphasis on financial planning, investment analysis, assets management, and sources and costs of capital. *Prerequisites:* Economics 101, one course from 201–239, and Economics 241. *Recommended:* Economics 243 and 245. Cross-listed as Economics 267.

270 Organizational Behavior Theory of behavioral science applied to the organization, with emphasis on the interaction of the individual and the organization. Topics range from individual attitudes and behavior to organizational change. *Prerequisite:* Economics 101.

321 Process Management Introduction to the models and theories of operations management used in manufacturing and service industries. Focus is on analyzing and evaluating process management issues currently challenging industry. Quantitative and qualitative techniques for improving both manufacturing and service firms operations in terms of quality, cost, and customer response are introduced. *Prerequisites:* Economics 101 and Management 111, 155, 235, and 270.

341 Decision Support Systems Intermediate-level examination of the decision-making and computer-based decision support systems used by managers of organizations in an increasingly quantitative, network-based organizational environment. Study builds upon quantitative methods courses to build models for decision making. *Prerequisites:* Economics 101 and Management 111, 155, 235, and 270.

361 Marketing Management Study of the dynamic nature of contemporary marketing: the marketing concept, consumer buying behavior, marketing research, the promotional mix, and international marketing. Course incorporates case studies, current problems, and ethics of marketing. *Prerequisites:* Economics 101; Management 235 or permission of instructor.

365 Human Resources Management Study of major principles of human resource management, from the perspectives of both organizational demands and individual interests. Basic theoretical and applied concepts are covered, including recruitment, selection, performance appraisal, labor relations, compensation, training, and productivity improvement. Focus is also on relevant issues of the decade, such as the work/family interface, privacy, cultural diversity, workplace discrimination, and legal issues. Project work with organizations is required. *Prerequisites:* Economics 101; Management 111, 155, 235, and 270.

400 Policy and Strategy Integrative capstone course concerned with the role of senior executives in business enterprises. Focus is on problems of strategy formulation, organization design, and organization renewal. Required of all seniors. *Prerequisites:* Senior status; all management foundation courses; all three required management intermediate courses. Not to be taken concurrently with Management 401.

401 Global Dimensions of Management Capstone-level examination of the issues, challenges, and opportunities confronting managers of organizations in an increasingly interdependent global economy. Emphasis is on the influence of cultural, political, economic, and technological differences on organizational and strategic processes, structure, and decision making. *Prerequisites:* Senior status; all management foundation courses; all three required

management intermediate courses. Not to be taken concurrently with Management 400.

405 Organizational Ethics Exploration of the relationship between law and ethics and of ethical factors and restraints, recognition of ethical dilemmas affecting managerial decision making, and policy in private- and public-sector organizations. Examination covers a variety of ethical issues, such as those relevant to the environment, consumer protection, discrimination in the workplace, conflict of interest, global economy, social responsibility of organizations, and professionalism. Emphasis is on case study method.

406 Business, Ethics, and Civic Life Study of the historical influence of a business enterprise (e.g., agriculture, mining) on the private and civic associations (e.g., family, church, neighborhood, union) that matter greatly in a particular region in North America. Multiple case studies are analyzed.

407 Ethics and the Playing Fields of Competition Study of competition as a human endeavor infused with ethical significance. Focus is on playing fields of competition as places where distinct human beings strive intensely in one another's company and search for proper arrangements for the conduct of their competition. Case studies include competition in public discourse, science, diplomacy, politics, business, and sports.

460 Individualized Study Topics of an advanced nature pursued by well-qualified students through individual reading and research, under the supervision of a faculty member. Students wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisite:* Permission of supervising faculty member.

Please note that the department and College have policies for students interested in credit for their internship experience. Students interested in this option should obtain a copy of the procedures and must discuss the internship with a faculty advisor prior to the internship experience.

MATHEMATICS

Professor Bajnok (Chairperson)

Associate Professor Flesner

Assistant Professors Crow, Glass, Hayes, and Matthews

Adjunct Instructors Fehringer, Fink, and Fiscus

Overview

A knowledge of mathematics is an essential part of what it means to be a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and a purity of expression not found to the same degree in any other discipline.

Beyond its intrinsic value, mathematics is indispensable in both the natural and social sciences. It occupies a position of increasing importance in many other fields. The computer has played a major role in this mathematical renaissance. Thus, it is essential that mathematics majors, as well as other students who will apply mathematics, learn how to use the computer as a problem-solving tool.

The mathematics curriculum provides a foundation for students who specialize in mathematics or in fields that use mathematics. By a careful selection of courses, a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in a mathematically related field. Indeed, a major in mathematics provides a good background for virtually any career. Recent graduates have found careers in government, law, management, medicine, and quality control, as well as in more traditional areas of employment for mathematics graduates. No matter what the student's objectives, the curriculum provides courses appropriate for the study of mathematics within the context of the liberal arts.

Requirements and Recommendations

Major Requirements: Mathematics majors must complete five core courses, which include Mathematics 111 (or 105–106 or exemption), 112 (or exemption), 211, 212, and 215; Computer Science 103 or 111; Mathematics 315, 321, or 331; four additional mathematics courses numbered 200 or above of which at least three must be numbered 300 or above; and a capstone experience that includes taking Mathematics 403.

Students considering graduate study in mathematics are advised to take both Mathematics 321 and Mathematics 331. Department honors in mathematics require significant participation in the cocurricular activities of the department, an overall grade point average of at least 3.0, and a mathematics grade point average of at least 3.5.

Minor Requirements: A minor in mathematics consists of six mathematics courses numbered 111 or above. At least one of these courses must be at the 300 level.

Grade Requirements: All courses taken to satisfy the requirements for the major or minor must be taken using the A–F grading system. To advance to a course with prerequisites, a minimum grade of C– is required for each prerequisite course.

Special Programs

Qualified students may participate in a special off-campus program in Hungary, where there is a long tradition of excellence in mathematics and the teaching of mathematics. Students considering the Budapest Semesters in Mathematics program should talk with Professor Bajnok as early as possible to plan and prepare for this study abroad opportunity.

Curricular Goal

Any mathematics course fulfills the curricular goal in integrative thinking (quantitative, inductive, and deductive reasoning).

103 Mathematical Ideas Introduction to the power and scope of mathematical ideas by investigating several particular topics. Topics vary among sections. Examples of topics include basic mathematical modeling, dynamic geometry, puzzles and recreational mathematics, linear programming, game theory, voting power, legislative representation, and cryptology. Course is intended for first-year and sophomore students in the arts, humanities, and social sciences who do not plan to take calculus. Students who have completed a mathematics course at Gettysburg College may not enroll in Mathematics 103. *No prerequisites.*

105–106 Calculus with Precalculus I, II Study of differential and integral calculus with precalculus. Topics include basic algebraic

concepts, equations and inequalities, functions, introduction to limits, continuity, the derivative, and the definite integral. Mathematics 105 and 106 together cover the same calculus material as does Mathematics 111.

107 Applied Statistics Introduction to statistical methods, with applications from social, biological, and health sciences. Topics include descriptive statistics, fundamentals of probability theory, probability distributions, hypothesis testing, linear regression and correlation, analysis of categorical data, and analysis of variance. Laboratory work is designed to utilize the computational power of a statistical computer package. Credit cannot be received for both this course and Mathematics 205, Biology 260, Economics 241, or Psychology 205. *No prerequisites.* Three lecture hours and one laboratory session.

111–112 Calculus I, II Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, and series. Applications are drawn from the natural and social sciences. No prior experience with calculus is assumed. Students who have received credit for Mathematics 105–106 cannot also receive credit for Mathematics 111. These students may register for Mathematics 112.

201 Introduction to Research in Mathematics

Introduction to the methodology and procedures of research in mathematics. After selecting one or more open-ended research projects discussed in class, students carry out (individually or in small groups) an investigation that culminates in a written report and its public presentation. *Prerequisite:* Mathematics 103 or higher.

211 Multivariable Calculus Vectors, vector functions, functions of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, and Green's and Stokes' theorems. *Prerequisite:* Mathematics 112.

212 Linear Algebra Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformations, eigenvalues, and quadratic forms. *Prerequisite:* Mathematics 112.

215 Abstract Mathematics I Introduction to abstract mathematical thinking, emphasizing mathematical reasoning and exposition. Students study elementary logic and basic set theory with rigorous definitions and proofs. This foundation is then used to explore one of several optional topics chosen by the instructor. *Prerequisite:* Mathematics 112.

301 Intermediate Research in Mathematics Development of intermediate-level research in mathematics. After selecting one or more open-ended research projects discussed in class, students carry out (individually or in small groups) an investigation that provides a careful and complete proof of their results. Course culminates in a written report and its public presentation. *Prerequisite:* Mathematics 215.

308 Introduction to Combinatorics Topics selected from partition and permutation theory, enumeration, recursion, partially ordered sets, Markov chains, generating functions, algebraic combinatorics, combinatorial geometry, and design and coding theory. Applications are chosen from computer science, optimization, and the social and life sciences. *Prerequisite:* Mathematics 215 or 212 or Computer Science 201. Alternate years.

315 Abstract Mathematics II Further development of the skills of abstract mathematical reasoning and writing proofs. Course is grounded in a particular subject area chosen by the instructor. Possible areas include topology, number theory, and combinatorics. *Prerequisite:* Mathematics 215.

321 Real Analysis Rigorous treatment of concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Topics include elements of logic and set theory, properties of real numbers, elements of metric space topology, continuity, the derivative, the Riemann integral, sequences and series, and uniform convergence. *Prerequisite:* Mathematics 215. Alternate years.

331 Abstract Algebra Study of basic structures of modern abstract algebra, including groups, rings, fields, and vector spaces. *Prerequisite:* Mathematics 215. Alternate years.

343 Topics in Geometry Study of both synthetic and analytic approaches to geometry. Topics include axiomatic systems, Euclidean geometry, non-Euclidean geometries, projective geometry, and subgeometries of projective geometry. *Prerequisites:* Mathematics 212 and 215. Alternate years.

351 Mathematical Probability Combinatorics, discrete and continuous random variables and their distributions, expected value and variance, functions of random variables, the Law of Large Numbers, the Central Limit Theorem, generating functions, and applications such as Markov chains, random walks, and games of chance. *Prerequisite:* Mathematics 211 and Mathematics 215 (or 212). Alternate years.

352 Mathematical Statistics Expectation, special probability distributions and densities, bivariate and multivariate distributions, sampling distributions, theory and applications of estimation, hypothesis testing, regression, correlation, analysis of variance, and nonparametric methods. *Prerequisite:* Mathematics 351. Alternate years.

362 Operations Research Study of techniques and tools used in mathematical models applied to the biological and social sciences. Topics are selected from optimization, linear and nonlinear programming, transportation problems, network analysis, dynamic programming, and game theory. *Prerequisite:* Mathematics 212. Alternate years.

363 Differential Equations Analytical, numerical, and qualitative approaches to differential equations. Topics include linear equations and systems, series solutions, Laplace transform, Fourier series, nonlinear equations, phase plane analysis, and an introduction to partial differential equations. *Prerequisite:* Mathematics 212.

364 Complex Analysis Complex numbers, analytic functions, complex integration, Cauchy's Theorem, Taylor and Laurent series, contour integrals, the residue theorem, and conformal mapping. *Prerequisite:* Mathematics 211. Alternate years.

366 Numerical Analysis Numerical techniques for solving mathematical problems. Topics include solutions of equations, solutions of simultaneous linear equations, interpolation and approximation, numerical differentiation and integration, the eigenvalue problem, numerical solutions of ordinary differential equations, and error analysis. *Prerequisites:* Mathematics 212 and Computer Science 103 or 111. Alternate years.

381 Selected Topics Study of an advanced phase of mathematics not otherwise in the curriculum. Subject matter and frequency of offering depend on student interest. Possible areas for study are point set topology, graph theory, advanced combinatorics, partial differential equations, differential geometry, and number theory. *Prerequisite:* Depends on topic. Not offered every year.

401 Advanced Research in Mathematics Development of advanced-level research in mathematics. Emphasis is on developing professional writing and presentation skills based on open-ended research projects pursued in Mathematics 301. The goal is for students to complete a formal paper on their research, including an abstract, an overview of the history of the project, a statement of new results, an explanation of methods, a description of possible questions for future research, and a complete bibliography. Students are also encouraged to present their research off campus. *Prerequisite:* Mathematics 301.

403 Senior Thesis Capstone experience for mathematics majors. Each student explores a topic in significant depth, writes a major paper on the topic, and presents a talk on the topic to mathematics students and faculty. Students meet regularly to discuss course readings, research methods, and their recent individual research findings. *Prerequisite:* Departmental approval of research proposal.

Individualized Study Pursuit of topics of an advanced nature by qualified students through individual reading, research, or internship, under supervision of a faculty member. *Prerequisite:* Permission of department.

MUSIC: SUNDERMAN CONSERVATORY OF MUSIC

Professors Gratto, Hansen, and Jones (Director)
Associate Professors Natter, Robertson, and Swigger
Assistant Professors Austerlitz, Peddell, and Sasnett
Adjunct Assistant Professors Botterbusch, Bowers, Fahnestock, and Hartung
Adjunct Instructors Ayoub, Bisson, Bond, Brye, Fieldhouse, Hontz, Hurd, McKinster, Pinney, Ryon, Stanley, Wareham, Wedge, and Yoshikami
Covington String Quartet (Hurd, McKinster, Pinney, and Wedge)
Sunderman Woodwind Quintet (Ayoub, Bisson, Bowers, Hartung, and Stanley)
Music Librarian Sestrick

Overview

The conservatory introduces students to the historical significance of Western music and to the variety of world music so that they have an understanding of their musical heritage and knowledge of current musical trends. Familiarity with the basic elements of music, as well as the discovery of one's own abilities through direct contact with and creative manipulation of materials is basic to the program. Thus, the music curriculum also involves the student in an intensive study of applied music. This encompasses individual and ensemble experience. In the practice room, studio, and recital hall the student has an opportunity to refine techniques for musical performance. In small and large ensembles, individuals must work within a greater social context to achieve common musical goals. The program also provides courses for the student who plans to enter the field of music education based on competencies prescribed by the Pennsylvania Department of Education. The conservatory offers programs leading to the Bachelor of Arts degree with a major in music, the Bachelor of Music degree in performance, and the Bachelor of Science degree in music education. Also available are a minor in music as well as a major in music within the elementary education certification program and an opportunity to double major in music and another discipline. An opportunity to incorporate music into an individual major is also possible. An audition and a music theory placement test are required for acceptance into the music major and minor programs.

Bachelor of Arts in Music

For students pursuing a Bachelor of Arts degree, the conservatory offers a major and minor in music.

Major Requirements: Requirements for a Bachelor of Arts degree with a major in music consist of ten full courses (Music 141, 142, 205, 212, 241, 242, 313, 314, 442, and 456) plus seven quarter courses in the student's major applied area. The major must also participate for four years in an authorized music ensemble and present a recital in the senior year.

Music majors in the elementary education program (through the Education Department) must meet the same requirements as the B.A. degree candidate in music.

Minor Requirements: A minor in music consists of Music 141, 142, and 212; Music 205; one course selected from Music 313 or 314; Music 241 or one of the remaining music history courses. Also required are four consecutive semesters of applied lessons on the same instrument or voice and four consecutive semesters of participation in an authorized performance ensemble.

Bachelor of Music in Performance

Students who are focused on music performance training within the context of a comprehensive liberal arts education pursue this degree.

Major Requirements: Requirements for a major in music leading to a Bachelor of Music degree in performance consist of eight full courses in performance studies (includes applied study, chamber music, ensemble participation, and related studies), eleven music courses (Music 141, 142, 205, 212, 241, 242, 313, 314, 341, and 442), twelve full courses in the Gettysburg Curriculum, and one free elective course.

Bachelor of Science in Music Education

Prospective teachers of school music, pre-K through grade 12 should complete the program for the degree of Bachelor of Science in music education. This requires successful completion of 32 courses, exclusive of courses in applied music required for certification.

The program includes twelve full courses in music: Music Theory (141, 142, 241, 242, and

341); Music History (212, 213, 214, and 315); Conducting (205 and 206); and Applied Music (456).

In addition to the typical four or five full courses per semester, students also study applied music. While the applied music credits do not count toward the 32-course graduation requirement, they do count for teacher certification.

Applied music areas include 121–129Q (major performance area: voice, piano, organ, guitar, wind, percussion, or string orchestral instruments) and 150–155Q (instruments of the band and orchestra).

Five units in music education are also required: Music 320, 321 (for two units) and 474 (for three units), as well as one quarter course, Music 149. Six other courses are required for certification: Education 201 and 209, two math courses, and two English courses (one each in literature and writing).

Participation for seven semesters in an authorized music ensemble and the presentation of a recital or a capstone project in the senior year are required.

A cumulative overall grade point average of 3.0 and faculty recommendations are required for acceptance into the student teaching semester.

The successful completion of the program leading to the Bachelor of Science degree in music education satisfies the Pennsylvania certification requirements for teaching instrumental and vocal music in pre-K through grade 12. Teacher certification in Pennsylvania is transferable to other states.

Students interested in pursuing the Bachelor of Science program should consult with the music education faculty as soon as possible, enroll during the first year in Music 141, and take Music 149 during the spring semester of their first year.

Curricular Goals

The following courses fulfill various curricular goals:

- Multiple Inquiries/Arts: Music 101, 102, 104, 105, 108, 110, 111, 141, 142, and 230
- Local and Global Citizenship/Cultural Diversity (Non-Western): Music 102, 108, and 112

101 Introduction to Music Listening

Consideration of the principal music forms against the background of the other arts and in the context of historical events. Active listening is an essential part of the course.

102 World Music Survey Study of music found in cultures around the world, including sub-Saharan Africa, the Middle-East, and Asia, as well as selected ethnic cultures within the Americas. Related arts are examined in relation to the cultural contexts in which they are found. Music making activities and small group projects are part of the course. Special event attendance is required.

103 Music of the Classical Period Study of the major composers—Haydn, Mozart, and Beethoven—and the significant genres of the late eighteenth and early nineteenth centuries. Musical achievements of this period are studied within the social and economic milieu. Listening and analyzing musical compositions will be an integral part of the course.

104 Opera Study of opera history and production through selected operatic works as examples of total music drama. Related genres of operetta, musical, and oratorio are also included. Extensive listening and viewing assignments are required. An opera field trip is usually planned.

105 Introduction to Contemporary Music

Study of music from a variety of Western and non-Western genres from the beginning of the twentieth century to the present. Emphasis is placed on the development of perceptive listening skills and the analysis of cultural context.

106 Art Song Study of the history, interpretation, and style of the art song. Literature includes German, French, English, and American art songs. Extensive listening assignments are required.

107 Music of the Romantic Era Study of the philosophical background for nineteenth-century music and its stylistic features. Extensive listening is done in the areas of orchestral, vocal, and chamber music.

108 Women in Music Study of women's contribution to music from the Middle Ages to the present. Extensive listening assignments required.

109 Mozart: The Man and His Music Study of Mozart's music, with a focus on his life, times, and musical analysis. Extensive listening assignments required.

110 Jazz: The Evolution of America's Music Study of America's indigenous musical art form from early blues and Dixieland through current trends. A "live" jazz quartet is an integral part of style analysis. Concert attendance and listening assignments are necessary to attain an understanding of the genesis and development of jazz.

111 Fundamentals of Music Study of the fundamentals of music through reading, writing, singing, listening, instrument playing, and computer technology. Emphasis is on the development of skills and understanding related to a thorough knowledge of music notation. Section A is intended for non-majors with little theory background; Section B, for minors or majors in need of remedial help prior to the start of the regular music theory sequence.

112 The Music of Japan and Koto Secrets Study of the two musics of contemporary Japan, ho-gaku (pre-Western Japanese music) and Japanese music of Western influence. Course examines the historical roots of ho-gaku in religious kagura and Buddhist chants, as well as the secular music genres of gagaku, biwa, noh, shamisen, shakuhachi, percussion, and koto music to determine what is quintessentially Japanese. A comparative study of ho-gaku and Western music aims to show a synthesis of the two cultures.

141 Theory I Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills and music technology; elementary analytic technique; melodic analysis; correlated sight-singing (using a moveable DO Kodaly-based system), keyboard playing, movement (Dalcroze Eurhythmics), and aural perception skills. *Prerequisites:* Ability to read musical notation, knowledge of scales and key signatures; acceptance into the major or minor programs and/or permission of instructor.

142 Theory II Continuation of Theory I writing skills. Focus is on analysis and writing of chorales, correlated sight-singing and aural perception skills, Dalcroze Eurhythmics, and keyboard harmony. *Prerequisite:* Grade of C– or better in Music 141.

149 Introduction to Music Education

Introductory study of the field of music education to prepare for pre-K–12 certification to teach music. Focus is on current trends and issues in the field, including advocacy, special learners, arts assessment, multicultural music, curriculum integration, copyright, national and state standards, and music technology. Students observe school music classes at the preschool, elementary, and/or secondary level.

205 Conducting I Development of basic conducting techniques, with an emphasis on choral music. Areas of study include conducting gestures, rehearsal planning and execution, score analysis and interpretation, ear training, diction, group vocal technique, concert programming, and management of a choral program. *Prerequisite:* Music 142 or permission of instructor. Alternate years.

206 Conducting II Concentration on advanced conducting skills, with an emphasis on instrumental score study. Areas of study include advanced conducting techniques, advanced interpretive and rehearsal techniques, the instrumental program, and supplemental materials. *Prerequisite:* Music 205. Alternate years.

212 Cross-Cultural Elements and Contexts of Music Study of the elements and contexts of music in a cross-cultural global perspective. Extensive use of musical and videotaped performances is included, within an introduction to listening, writing, and thinking critically about music. *Prerequisite:* Ability to read musical notation.

221/222 Vocal Literature and Diction Study of classical vocal literature from 1600 to the present with emphasis on singing in Italian and English (221) or German and French (222). Extensive listening assignments and class performances required. *Prerequisite:* Ability to read music and concurrent registration for applied voice or voice class.

241 Theory III Study of the common practice period; extensive written and analytic projects; study of musical structure through small forms; correlated sight-singing, aural perception skills, and keyboard harmony are included. *Prerequisite:* A grade of C- or better in Music 142.

242 Theory IV Study of chromatic harmony from 1850 to the present. Analysis of standard forms and compositional techniques. Correlated sight-singing, aural perception skills, and keyboard harmony are included. *Prerequisite:* A grade of C or better in Music 241.

247 History of African American Music Survey of the history of African American music in the United States, beginning with a perusal of music in Africa and the Caribbean and tracing its development from spirituals to hip-hop. Disciplinary perspectives range from ethnomusicology (the study of music in its cultural context) to anthropology, religious studies, critical race theory, and gender studies. No previous academic experience with music is required. Cross-listed as Africana Studies 247.

261 Technology in Music Study of technology as it pertains to music applications, including historical uses of technology in music, theoretical and practical uses of computers for music, MIDI (Musical Instrument Digital Interface) hardware and software, recording technology, and music notation software. *Prerequisites:* Music 142 and permission of instructor.

304 The Art of Counterpoint and Composition Introduction to contrapuntal style of the eighteenth century and an analysis of the Baroque forms, with attention to linear motion and fundamental harmonic progression. Composition in the various forms is required.

313–314 Musicological Lenses: Art Musics of Euro-America Two-semester sequence introducing the western art music repertoire through the types of inquiry, analysis, and modes of expression characteristic of the field of musicology. Study explores how these musical repertoires have functioned within various contexts by using musical compositions as individual lenses through which various societies, historical periods, and intellectual trends can be examined. Development of critical listening skills is emphasized as a means to a fuller understanding of western art music. *Prerequisite:* Ability to read musical notation.

318 Africana Music: Jùjú to Hip-Hop Interdisciplinary exploration of issues surrounding Africana musics ranging from African music (such as jùjú) to Afro-Caribbean styles (such as salsa) and African American

forms (such as jazz and hip-hop). Discussion-oriented study draws on perspectives from Africana studies, ethnomusicology (the study of music in its cultural context), anthropology, religious studies, history, philosophy, critical race theory, gender studies, and literary criticism. Cross-listed as Africana Studies 318.

320 Principles and Procedures of Teaching Music in the Elementary Schools

Study and evaluation of methods, materials, and techniques of teaching music in the elementary grades. Various approaches to guiding children to listen to, create, and perform music are included. Classroom instrument competencies, including autoharp, recorder, and piano, are developed. A service-learning component is included at Adams County Head Start as a pre-student-teaching practicum experience. Alternate years.

321 Principles and Procedures of Teaching Music in the Secondary School

Study and evaluation of methods, materials, and techniques of teaching music in the secondary grades. A personal philosophy of music education is developed, as are competencies in selected classroom instruments, including guitar, recorder and piano. Apprentice "shadowing" assignments with area secondary music teachers provide pre-student teaching practicum experience. Alternate years.

341 Theory V (Orchestration) Study of capabilities and limitations of the standard wind, string, and percussion instruments. Included is score study, transposition, transcription, and emphasis on applied orchestration projects for laboratory performance and critique. Alternate years.

342 Theory VI (Formal Analysis) In-depth study using analytical methodologies of music, as applied to a broad selection of compositions. Substantial writing and analysis projects are the foundation of this course. *Prerequisites:* Music 212, 242, 313, and 314; or permission of instructor.

442 Analysis Seminar In-depth study, using analytical methodologies from musicology, ethnomusicology, and music theory, as applied to the unifying theme of the seminar. *Prerequisites:* Music 212, 242, 313, and 314; or permission of instructor.

476 Student Teaching Teaching on the elementary and secondary levels in public schools in cooperation with and under the supervision of

experienced teachers. Individual conferences and seminars with the College supervisor and supervising teachers are required. Employment placement assistance is provided. Offered spring semester. Fall semester with permission. *Three course units.*

Individualized Study *Prerequisite:* Approval of conservatory director and directing faculty member.

Applied Music and Performing Organizations

The conservatory offers instruction in voice, piano, organ, guitar, and standard band and orchestral instruments. The repertoire is adapted to the student's ability. Minors (and non-majors, fee required) receive one half-hour private lesson per week per semester. Majors in the Bachelor of Arts and Bachelor of Science programs receive a one-hour private lesson per week per semester. Some piano and voice instruction may be in group classes. Students who pursue the Bachelor of Music degree in performance will complete eight semesters of performance studies (157, 158, 257, 258, 357, 358, 457, and 458). Students majoring in music who are candidates for the Bachelor of Arts degree are entitled to eight semesters of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education are entitled to twelve courses of private instruction (to include four courses in a secondary instrument) at no additional cost beyond the comprehensive fee.

The conservatory also sponsors various large performance ensembles, including the Orchestra, College Choir, Concert Choir, Symphony Band, Wind Ensemble, and Marching Band, as well as a variety of small ensembles. All college students are eligible to audition for any of these groups, either at the beginning of the school year or at other times by appointment.

I21 Voice Private instruction in singing technique, with emphasis on breath support, resonance, tone quality, diction and interpretation. Study includes song literature in various styles and languages. Repeated spring semester. *Prerequisite:* Permission of instructor.

I22 Voice Class Group instruction in singing technique, with emphasis on breath support, resonance, tone quality, diction and

interpretation. Study includes song literature in various styles and languages. Repeated spring semester.

123 Applied Piano Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. *Prerequisite:* Permission of instructor.

124 Class Piano Emphasis on sight-reading, ensemble playing, and harmonizing melodies with various types of accompaniment, as well as playing some standard piano literature. Repeated spring semester.

125 Applied Organ Private instruction designed to include literature of various periods. Open to B.A. and B.S. students majoring in music or music education. *Prerequisites:* Satisfactory piano skills and permission of instructor.

127 Applied Woodwinds, Brass, and Percussion Private instruction emphasizing fundamentals and repertoire for the performance of woodwind, brass, and percussion instruments. *Prerequisite:* Permission of instructor.

128 Applied Guitar Private instruction emphasizing skills of technique, interpretation, reading, and fretboard knowledge. Classical and other styles are offered according to needs of students. *Prerequisite:* Permission of instructor.

129 Applied Strings Private instruction, emphasizing both fundamentals of string playing and repertoire. *Prerequisite:* Permission of instructor.

130A Bands Marching Band performs a corps style show at home football games and other events. Symphony Band performs repertoire including orchestral transcriptions, concert marches, and accessible 20th-century masterworks. Wind Ensemble performs traditional and emerging masterworks composed especially for this type of ensemble. *Prerequisites for Symphony Band and Wind Ensemble:* Membership in "Bullet" Marching Band and/or permission of the conductor.

130B College Choir Premiere choral ensemble, which performs sacred and secular choral literature from all periods of music history.

Performances on campus and in the region, with an annual spring concert tour. *Prerequisite:* audition and permission of instructor.

130C Concert Choir Performs sacred and secular choral music written for large choirs. Rehearsals Monday evenings from 7:30–9:30; one to two major concerts per semester. Faculty, staff, and community members are welcome to participate. *Prerequisite:* simple audition and permission of instructors.

130D Orchestra Study and performance of orchestral music of all areas. Membership is open to all students by audition. Wednesday evening rehearsal 7:00–9:30; Monday evening rehearsal (strings only) 6:30–7:30.

132A Instrumental Chamber Ensembles Perform a wide variety of music representing all historical periods. Emphasis is on "one-to-a-part" playing. Ensemble choices may include brass quintet, percussion ensemble, flute ensemble, jazz combo, woodwind quintet, saxophone quartet, string quartet, and other combinations available on student demand. *Prerequisite:* Permission of instructor.

132B Jazz Ensemble Ensemble of 17–20 musicians dedicated to preserving and advancing America's indigenous musical art form. All styles of jazz are studied from big band swing through contemporary fusion. Campus community and fesival performances, including an annual concert with a nationally recognized soloist. *Prerequisite:* By audition and open to members of the College Band.

132C Camerata Advanced ensemble of 12–16 singers performing music written for small ensembles, from madrigals to vocal jazz. Ensemble performs in major choral concerts and in other campus or community performances. One hour-long rehearsal weekly. *Prerequisite:* Concurrent membership in College Choir, Concert Choir, or Women's Choir and permission of instructor. No credit.

132D Women's Choir Performs music for women's voices from various periods and styles. Ensemble performs in major choral concerts each semester and in other campus or community performances. One weekly 90-minute rehearsal. *Prerequisite:* Permission of instructor. No credit.

132E World Music Ensemble Performs vocal music from diverse world cultures, including those within the United States. Ensemble performs in major choral concerts and in other campus or community performances. One hour-long rehearsal weekly. *Prerequisites:* Concurrent membership in College Choir, Concert Choir, or Women's Choir and permission of instructor. No credit.

150 Woodwind Instrument Class Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument and including the recorder.

152 Brass Instrument Class Instruction in the technique of teaching and playing brass instruments. Trumpet or cornet is used as the basic brass instrument.

154–155 Stringed Instrument Class Instruction and practice in the techniques of teaching and playing stringed instruments and the organization of a string section. Violin is used as the basic string instrument.

Two 1/4 Courses

156 Percussion Methods and Instrumental Teaching Strategies Development of technical skills and an understanding of the fundamentals of each of the percussion instruments. Music education students explore current methodologies and teaching philosophies related to wind, string, and percussion instruments. *Prerequisite:* Music 150, 152, or 154.

157 Performance Studies I Music performance instruction to include applied lessons, chamber music ensemble, large ensemble, and seminar for first-semester students pursuing the Bachelor of Music degree in performance. Specific course components are selected in the advising process.

158 Performance Studies II Music performance instruction to include applied lessons, chamber music ensemble, large ensemble, and seminar for second-semester students pursuing the Bachelor of Music degree in performance. Specific course components are selected in the advising process.

230 Advanced Ensemble Performance Study and application of musicianship skills within a large ensemble setting through the rehearsal and

performance of a diverse range of repertoire and reading and reflecting on materials related to the aesthetics of musical performance.

Prerequisites: Permission of instructor and a minimum of three previous semesters of involvement in the performance ensemble selected for this course (i.e., Orchestral Strings, College Choir, Women's Choir, Jazz Ensemble, Concert Choir, or Symphony Band).

250 Opera Workshop Intensive performance-based study in the preparation and performance of scenes from operas, operettas, and/or musical theatre from the standard repertoire. Emphasis is on musical preparation, vocal coaching, diction, acting techniques, written in-depth character analysis, and stage movement, culminating in a public performance. Open to all students by audition or consent of instructor.

257 Performance Studies III Music performance instruction to include applied lessons, chamber music ensemble, large ensemble, and seminar for third-semester students pursuing the Bachelor of Music degree in performance. Specific course components are selected in the advising process.

258 Performance Studies IV Music performance instruction to include applied lessons, chamber music ensemble, large ensemble, and seminar for fourth-semester students pursuing the Bachelor of Music degree in performance. Specific course components are selected in the advising process.

357 Performance Studies V Music performance instruction to include applied lessons, chamber music ensemble, large ensemble, and seminar for fifth-semester students pursuing the Bachelor of Music degree in performance. Specific course components are selected in the advising process.

358 Performance Studies VI Music performance instruction to include applied lessons, chamber music ensemble, large ensemble, and seminar for sixth-semester students pursuing the Bachelor of Music degree in performance. Junior recital is included. Specific course components are selected in the advising process.

456 Senior Recital Solo presentation of representative literature of various stylistic periods of the student's major applied area, with emphasis on historical performance practice. Open to B.A. and B.S. students majoring in music or music education. *Prerequisite:* Permission of instructor and music faculty.

457 Performance Studies VII Music performance instruction to include applied lessons, chamber music ensemble, large ensemble, and seminar for seventh-semester students pursuing the Bachelor of Music degree in performance. Specific course components are selected in the advising process.

458 Performance Studies VIII Music performance instruction to include applied lessons, chamber music ensemble, large ensemble, and seminar for eighth-semester students pursuing the Bachelor of Music degree in performance. Senior recital is included. Specific course components are selected in the advising process.

NEUROSCIENCE

Peter Fong, J. Matthew Kittelberger, Stephen Siviý, and Kevin Wilson, Coordinators

Overview

Neuroscience is an interdisciplinary study of the relationship between the brain, the mind, and behavior. Students have the opportunity to gain expertise in the various aspects of neuroscience while pursuing a major course of study. The interdisciplinary nature of the field is reflected in the courses that comprise the minor; these include offerings in biology, chemistry, health sciences, philosophy, physics, and psychology. Students interested in pursuing a career in neuroscience or a related field should be well prepared for graduate school upon the completion of this minor and their major.

Requirements and Recommendations

The neuroscience minor consists of four core courses and two electives. The four core requirements provide an introduction to neurobiology, behavioral and cognitive neuroscience, and an exploration of animal behavior and evolution. The electives may be selected from a variety of courses, allowing students to focus their studies on a particular aspect of neuroscience. Students should take

Psychology 101 to help satisfy the Multiple Inquiries goal in the social sciences and Biology 101 (or 111) and Biology 112 to satisfy the Multiple Inquiries goal in the natural sciences. Students intending to go to graduate school in a field of neuroscience are strongly encouraged to complete an independent empirical research project with a neuroscience emphasis in their major discipline. Courses taken within a student's major discipline or which otherwise satisfy a major requirement may not be used as electives toward the neuroscience minor.

Students are encouraged to meet with one of the coordinators for advising and to declare the minor early in their college career. Careful planning is required because the courses in the minor have prerequisites. Students are advised to begin taking the core courses as soon as possible and should plan to have them completed no later than the middle of the junior year.

Core Courses

Bio 225 Animal Behavior

Bio 235 Neurobiology

Psych 236 Introduction to Brain and Behavior

Psych 238 Cognitive Neuroscience

Electives

(Select two courses from the list below. Courses taken within a student's major discipline or which otherwise satisfy a major requirement may not be used as electives toward the neuroscience minor.)

Bio 211 Genetics

Bio 212 Cell Biology

Bio 227 Invertebrate Zoology

Bio 251 Bioinformatics

Bio 334 Biochemistry

Bio 340 Comparative Animal Physiology

Bio 351 Molecular Genetics

Chem 203 Organic Chemistry

Chem 204 Organic Chemistry

Chem 334 Biochemistry

HS 209 Human Anatomy and Physiology I

HS 311 Neuromuscular Physiology

Phil 221 Philosophy of Mind

Phys 240 Electronics

Psych 215 Human Cognition

Psych 216 Sensation and Perception

Psych 237 Psychopharmacology

Psych 336 Behavioral Neuroscience

Psych 338 Experimental Cognitive Neuroscience

PEACE AND JUSTICE STUDIES

Rajmohan Ramanathapillai, Coordinator

Peace and justice studies teaches knowledge, attitudes, and skills that promote reflection on peace and peace-building. Focusing on connections between poverty, economics, state policy, environment, technology, war, and gender and ethnic relations, peace and justice studies seeks to create a finely tuned sensitivity to the causes of violence and injustice both domestically and abroad. Peace and justice studies also seeks to help students explore constructive and creative strategies for redressing injustices and reducing levels of violence.

Requirements for the peace and justice studies minor consist of six courses, including the gateway course: IDS 121 Introduction to Peace and Justice Studies; at least two courses at the 200-level chosen from a list of designated peace and justice studies courses; and at least two courses at the 300–400 level chosen from the same list.

Of the courses taken beyond the gateway course, at least one must have a global/international focus and at least one must have a local/domestic focus. Moreover, courses taken for the minor must be selected from at least two of the College's academic divisions: Humanities, Social Sciences, Natural Sciences, and the Arts.

One of the courses taken at the 300–400 level will be designated as the capstone for the minor and may be an independent study.

PHILOSOPHY

Professors DeNicola, Portmess, and Walters (Chairperson)

Associate Professors Gimbel and Hansen

Assistant Professor Ramanathapillai

Adjunct Professors Carrick, Ciocco, and Rickert

Departmental Affiliate Stern

Overview

The study of philosophy is intended to promote inquiry into perennial philosophical questions such as the nature of justice, happiness, knowledge, and freedom; to produce awareness of the answers that have been proposed to these questions; to teach the tools for the analysis of the assumptions and values that underlie different intellectual disciplines; and to promote

the application of philosophical analysis to issues of public policy, law, and morality. The study of philosophy encourages the student to develop the ability to analyze problems, understand central issues, and develop alternative solutions. It challenges the student to reflect upon problems involving values, to examine problems in an interdisciplinary way, to examine alternative world views and forms of knowledge, and to develop an awareness of intellectual history and diverse philosophical traditions. Classes encourage discussion and writing. The study of philosophy is an integral part of an education in the liberal arts tradition.

A major in philosophy is excellent preparation for graduate school or for professional schools in almost any field. It will also prove valuable in any profession that demands clear thinking and the ability to understand the points of view of other people. Individually, philosophy courses are useful supplements to course work in other areas. The department is interested in assisting and encouraging students to design individual majors in which philosophy is an integral part.

Requirements and Recommendations

Philosophy 101, 103, 105, 107, 108, 109, and 211 have no prerequisites. Any 100-level course is prerequisite for a 200- or 300-level course, though the instructor may grant permission to enroll on an individual basis to equivalently prepared students.

A philosophy minor consists of six philosophy courses in the department, no more than two of which may be 100-level courses.

A philosophy major consists of nine courses in philosophy. No more than two 100-level courses may be counted toward the major. Students must take at least two courses chosen from Philosophy 205, 206, 207, and 208; Philosophy 211; one or more advanced 300-level courses; and Philosophy 400 Senior Seminar. Seniors are invited to write a thesis.

Curricular Goals

The following courses fulfill various curricular goals:

- Multiple Inquiries/Humanities: Philosophy 101, 105, 107, 108, and 109
- Local and Global Citizenship/Cultural Diversity (Non-Western): Philosophy 223 and 240

- Local and Global Citizenship/Cultural Diversity (Domestic or Conceptual):

Philosophy 218

- Local and Global Citizenship/Science, Technology, and Society: Philosophy 105 (select sections), 107, 108, 109, 221, 233, 314, 315, and 316

101 Introduction to Philosophy Study of selected philosophical texts, which deal with such themes as knowledge, happiness, justice, death, and the nature of reality. Goal is to develop an ability to read about, reflect on, and comment on philosophical issues.

103 Critical Thinking Informal logic course designed to help students reflect on and enhance their ability to think analytically and creatively. Discussions and exercises focus on techniques characteristic of informal logic (classification of arguments, analysis and evaluation of arguments, identifying informal fallacies, etc.), as well as strategies for intuitive and creative thinking.

105 Contemporary Moral Issues Study of moral problems and larger philosophical questions they raise about such issues as the defensible use of violence, limits of freedom, extent of our obligations to others and to nature, rightful state authority, and the nature of duties and obligations. Selected readings focus on moral disputes as they arise in law and medicine, in international affairs, and in private moral reflection. Particular attention is given to ethical theories and to worldviews that shape positions on moral issues and guide moral decision making.

107 Environmental Ethics Exploration of ethical issues that arise regarding what responsibilities human beings have to the natural world. Specific issues such as population, land use, wilderness preservation, biodiversity, and our treatment of animals are examined in light of larger philosophical questions regarding nature and human purpose, obligations to future generations, the aesthetic and religious value of nature, and the possibility of an environmental ethic.

108 Philosophy and Food Study of texts focusing on philosophical issues involving the production, distribution, and personal use of food. Specific topics examined include public policy and food production/distribution, diet as ethical choice, poverty and hunger, the existential/metaphysical status of breaking bread, food and consumerism,

the aesthetics of diet, and the religious/cultural significance of eating with another.

109 Wrong Science, Bad Science, Pseudoscience

Examination of three related issues: the definition of science, the qualities of good science, and the relation between scientific research and the broader culture within which it is placed. Questions explored include the following: What criteria distinguish real science from pseudoscience? What are the properties that make one theory or one research program better than another? What special moral responsibilities do scientists take on?

205 Ancient Philosophy Study of philosophers and philosophies of ancient Greece and Rome. Emphasis is on the Pre-Socratics, Plato, Aristotle, Stoicism, and Skepticism.

206 Medieval and Renaissance Philosophy Study of leading thinkers in the western philosophical tradition, from the fifth to the fifteenth century. Special emphasis is on such figures as Augustine, Bonaventure, Anselm, Thomas Aquinas, and Pico della Mirandola.

207 Early Modern Philosophy Study of such major figures as Descartes, Locke, Berkeley, and Hume in seventeenth- and eighteenth-century European philosophy.

208 Kant and Nineteenth-Century Philosophy

Study of the philosophy of Immanuel Kant and selected nineteenth-century European philosophers such as Hegel and Nietzsche.

211 Logic Introduction to formal logic and a study of the formal uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and predicate logic; and the nature of language.

218 Gender and Identity Examination of the question of whether or not gender is an essential and defining feature of personal identity, largely socially constructed, or perhaps a more fluid and dynamic interplay between nature and culture. Readings explore biological accounts of sexual identity, the distinction between sex and gender, the significance of gender in the history of philosophy, the influence of race and class on gender, and the contemporary theory of gender as performance.

219 Philosophy of Peace and Nonviolence Study of philosophical arguments about pacifism and nonviolence. Readings and films explore the concepts and issues involved in considering peace as the absence of war between nations, peace as a social and economic goal, peace as an ethical principle, and peace as a personal ideal. Particular attention is paid to an analysis of different ways to conceptualize peace: as eradication of conflict, dialectical tension between diverse perspectives, or harmony and consensus.

221 Philosophy of Mind Exploration of the nature of mind and leading theories of the relationship between mind and brain, such as dualism, behaviorism, and mind/brain identity. In light of contemporary developments in neuroscience and cognitive science, topics include consciousness and subjectivity, the language of thought and other accounts of mental content, the problem of other minds, physical versus psychological accounts of personal identity, and ethical issues in contemporary neuroscience.

222 Philosophical Perspectives on Justice Study of meanings and significance of justice for individuals and societies. Course examines principles and questions regarding distributive and retributive justice raised in central texts of the western philosophical tradition and uses them to analyze students' own views and engage contemporary challenges for individual, local, and global justice.

223 Philosophy and Gandhi An exploration of the philosophical, religious, and strategic aspects of Gandhi's theory of nonviolence and its relevance to international politics and personal life. Inquiry examines Gandhi's philosophy of conflict as well as his moral and political thought. Emphasis is given to philosophical issues raised by his theory of nonviolence.

224 Philosophy and Human Rights Study of practical and theoretical issues of human rights and the philosophical questions they raise. Are human rights applicable to all cultures? Are women's rights human rights? Can economic rights override political rights? Are some rights more important than others? How should we understand charges of cultural relativism against

the universal applicability of human rights? Course explores methods of terror such as killing, torture, disappearance, sexual assault, and forceful recruitment by oppressive governments and war zone combatants.

225 Existential Philosophies Inquiry into what it means, in the view of existentialist philosophers, to "step forth" in the journey of becoming a self, a journey involving freedom, anxiety, despair, risk, choice, and the possibility of inauthenticity. The writings of Kierkegaard, Nietzsche, and Dostoyevsky are examined as the inspiration for twentieth-century existentialism (Sartre, de Beauvoir, Beckett). Phenomenological and postmodern responses to existentialism are also covered.

226 Philosophy of Resistance Study of the philosophy of social and political resistance as it arises from social unrest and the experience of structural violence. Emphasis is on the relationship between injustice and social resistance and on systems of structural violence, such as slavery, caste systems, and dictatorships. Selected readings explore such issues as the nature of political and social resistance, the social conditions underlying resistance, the relationship between resistance and social change, and the paradox of violent resistance against injustice.

228 Imprisonment, Identity, and Liberation Philosophical examination of imprisonment and liberation of body and mind. Study explores the concept of imprisonment from Plato to the present, the philosophical and political reasons for the present criminal justice system, alternate modes of punishment, addiction and its effects on the self, and models of liberation. The class brings together students and work-release prisoners in the study of these topics and takes place at the site of a nearby community organization.

230 Ethical Theory Study of major figures and schools in the Western ethical tradition. Attention is paid to selections from representative philosophers, from Plato through Rawls. Issues examined include the nature of rights and responsibilities, virtue, and moral obligation.

233 Philosophy of Science Study of what philosophy has to say about science and what science has to say about philosophy. Inquiry

examines such questions as: What is the relationship between science and truth? Does truth extend beyond science? Is the purpose of a scientific theory merely to predict, or to explain? Do we live in a determined world or a chaotic one? What are the philosophical implications of such theories as quantum mechanics, evolution, and relativity?

235 Philosophical Ideas in Literature Study of the relationship of philosophy to literature and the philosophical questions that arise from reflection on selected literary and philosophical works. Readings explore themes of narrative masquerade, human identity, and the search for meaning and debate questions of textual interpretation and the reader-text relationship.

237 Philosophy of Religion Study of philosophical efforts to understand and justify religious beliefs. Course examines writings of philosophers who have answered such questions as: What is religion? What is the importance or significance of specifically religious experiences? What account can we give of the meaning of religious claims? How can we mediate between apparently conflicting religious beliefs?

240 World Philosophy Study of selected writings from the world's philosophical traditions. Such themes as self and world, knowledge and its limits, the meaning and purpose of life, the nature of reality and ideals of moral perfection are explored in diverse philosophical traditions.

243 American Philosophy Study of selected topics in colonial, early republic, nineteenth- and twentieth-century U.S. philosophy. Topics include deism, transcendentalism, pragmatism and historicism. Important secondary movements such as puritanism and evolutionism may also be considered.

314 From Zero to Infinity: Philosophical Revolutions in Mathematics Study of the philosophical foundations of mathematics starting with the concept of number and culminating with Gödel's groundbreaking incompleteness result. Specific topics include the historical developments and mathematical and philosophical ramifications of zero, rational, irrational, imaginary, and transfinite numbers as well as an examination of the completeness of arithmetic. *Prerequisite:* Mathematics 211 or higher. Not offered every year.

315 The Nature of Space: Philosophical Revolutions in the History of Physics Study of the notion of space as it has developed from Aristotle to Einstein. Particular focus is on relations between scientific accounts of the structure of space and the larger philosophical context in which they arose. Cross-listed as Physics 315.

316 Philosophical Revolutions in Geometry Study of the philosophical foundations and ramifications of the historical development of geometry. Euclid's axiomatic system was held up by philosophers for centuries as the template for all thought, but the development of non-Euclidean geometry gave rise to crucial questions about the foundations of mathematics and about the nature of knowledge more broadly. Is geometry, or mathematics more broadly, a science? Why are its results exact where other sciences are not? If it is not a science, why is it indispensable for science?

328 Deliberative Democracy Study of different conceptions of democracy and what procedures ensure fair and inclusive deliberation. Inquiry considers what constitutes the best form of government and whose vision should prevail. Emphasis is placed on the debate between liberalism and communitarianism, the role of religion in democracies, the limits of free speech, the role of dissent, the basis of human rights, and the risks entailed in open spaces. Particular attention is given to transitional and emerging democracies across the globe.

329 Shapes of Evil Examination of the construction of notions of evil. A thematic exploration using classical and contemporary texts from Western philosophy, religious thought, and literature engages five shapes of evil: 1) evil and the tragic (guilt and innocence in Greek thought); 2) evil as sin (the wicked will and God's role vis-à-vis evil); 3) evil and power; 4) the mystique of evil (the attraction of evil as embodied in the demonic "hero"); and 5) genocide and the rhetoric of evil.

330 Language, Truth, and Reality Study of some major contemporary efforts related to traditional metaphysical issues. Topics include questions such as the following: Can philosophy tell us anything about the nature of our world? If so, how and what? To what extent is reality mind-dependent? What is the relationship between language and reality?

331 Emotion A philosophical exploration of the nature and role of emotion in human life. Course examines emotionality as a human capacity, emotional response as an experience, and specific emotion types, such as anger or fear. Topics include the traditional opposition between reason and passion, between the cognitive and the emotive; the relation of emotion to morality; the possibility of “educating the emotions”; and philosophical issues related to particular emotions such as envy, jealousy, and embarrassment.

332 Philosophy and Mysticism Philosophical examination of mystical texts in the western tradition. Readings drawn from Jewish, Christian, and Muslim traditions explore the mystical understanding of God and human nature, the nature of love, the relationship between morality and mysticism, and the truth status of mystical experiences.

334 Philosophy of Art Survey of important problems and issues in the history of philosophical aesthetics, including the nature and function of art, the social role of art, and the relationship of aesthetics to other branches of philosophy.

335 Philosophy of Film The study of film as an artifact that both illuminates philosophical problems and poses new questions for philosophers about the nature of the self and community. The course examines how humans experience time and organize events and information through viewing film as a model of consciousness. Students also study film to identify how culture shapes both our identity and our perception of the “Other.”

338 Philosophy of Law Study of enduring themes of legal philosophy, such as the nature of law, law and morality, liberty, responsibility, and justice, as well as such specific issues as civil disobedience, freedom of expression, privacy, compensation, and punishment. Emphasis is placed on differing philosophical perspectives that underlie disagreements about the law and on ethical questions that arise from the practice of law.

341 Contemporary Continental Philosophy Study of contemporary European and European-influenced philosophy. Course readings may include works by Heidegger, Derrida, Foucault, the French Nietzscheans (Bataille, Blanchot,

Klossowski, Haar, Deleuze), French feminists (Kristeva, Irigaray, Cixous), and critical theorists (Adorno, Horkheimer). Course explores the interrelations between philosophy and disciplines—such as literature, psychoanalysis, political theory, and cultural criticism—and the ways in which contemporary continental philosophers both take up and alter the historical traditions of philosophy.

363 Philosophy of Psychiatry Study of the philosophical and normative assumptions underlying psychiatric diagnosis and treatment. Analysis considers how to define mental disorder, how to draw the line between normalcy and abnormalcy, what cultural and gender assumptions permeate psychiatry, and the insights to be gained from studying cross-cultural approaches to mental illness. Special emphasis is given to the debate over the prescription of psychiatric medications for enhancement purposes.

400 Senior Seminar Discussion of important texts by twentieth-century philosophers who represent major movements in analytic and continental philosophy. Recent seminars have focused on Wittgenstein, Heidegger, Foucault, and Rorty, as well as themes such as violence and its alternatives, philosophical theories of emotion, the role of philosophy in the postmodern era, and work and personal identity.

466 Senior Thesis Individualized study project involving the research of a topic and preparation of a major paper. Normally done during fall or spring semester of the senior year. *Prerequisite:* Major or minor in philosophy.

PHYSICS

Professors Marshall and Pella
Associate Professors Aldinger, Crawford,
Good (Chairperson), and Stephenson
Assistant Professor Milingo
Laboratory Instructors Cooper, Clarke, and Walz

Overview

The physics curriculum introduces students to concepts and techniques basic to our present understanding of the physical universe. Diverse courses emphasize theories and principles that give a broad, unifying description of nature and develop the analytical reasoning needed for their use. Probing the interrelationships

between matter and energy, students and faculty explore such fields as astronomy, electromagnetism, optics, elementary particles, relativity, quantum mechanics, and atomic and nuclear physics. Laboratory training stresses the design of experiments, the techniques of precise measurement, the interpretation of data, and written and oral communication. In advanced courses, students apply their skills through independent studies and research with faculty, in contrast to programs at larger institutions. Our physics faculty is dedicated to teaching, while remaining actively engaged in research. Mentoring relationships between faculty and students are the norm.

The physics major is flexible. The possibility of a double major is limited only by interests, dedication, and imagination. Gettysburg College physics majors have succeeded in diverse careers, including government, law, and management, as well as engineering, particle physics, and molecular biology. Our majors who choose graduate study have been well prepared for study in a wide range of fields, including astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear, and ocean engineering physics; and physiological psychology.

Requirements and Recommendations

The department offers both a Bachelor of Science and Bachelor of Arts degree for the major.

B.A. requirements: A minimum of nine physics courses is required for the major. This includes the following six core courses: Physics 111, 112, 211, 255, 310, 325, and three additional courses at the 200-level or higher, at least one of which must be from: Physics 312, 319, 330, and 341. In addition, majors are required to complete mathematics courses through Mathematics 212 or its equivalent. This diverse, flexible major is well suited for a variety of post graduation careers, including secondary school physics teaching, industrial research, and graduate school in such fields as engineering, computer science, law, and medicine.

First-year students who are considering a major should enroll in Physics 111, 112, and Mathematics 111 and 112 if possible. Those planning on attending graduate school in

physics should plan to take the additional courses listed under the B.S. requirement below. Those considering graduate work in astronomy, engineering, or related fields are encouraged to augment their physics major with additional courses in mathematics, computer science, and chemistry. Students are not permitted to take more than twelve courses in the department without permission of the department, unless the thirteenth course is Physics 462 (Independent Study).

B.S. requirements: In addition to the six core courses mentioned above, the B.S. degree requires Physics 462, at least three courses from Physics 312, 319, 330, 341, and any two courses at the 200-level or above. Candidates for the B.S. degree must also complete Mathematics 363.

Minor requirements: A minor in physics consists of Physics 111, 112, 211, 255, and two additional courses in physics at the 200-level or above. The minor represents an appropriate complement to a variety of majors, including mathematics and computer science.

Curricular Goals

The following courses fulfill various curricular goals:

- Multiple Inquiries/Natural Sciences (with laboratory): Astronomy 101 and 102 and Physics 103, 104, 107, 111, and 112
- Multiple Inquiries/Natural Sciences (without laboratory): Physics 101

Special Facilities

In addition to well-equipped teaching laboratories in atomic and nuclear physics, electronics, and optics, the facilities of the department include a planetarium, an observatory, an accelerator research lab, and a plasma research lab. The observatory features a 16" Cassegrain telescope with a computer-controlled drive, a UVB photometer, and a research-grade CCD camera. The accelerator research lab houses a model PN-250 Van de Graaf HVEC proton accelerator. The plasma research lab is home to the Pickets Charged Plasma Device in which plasma discharges are produced and studied via laser spectroscopy diagnostics. Support facilities in Masters Hall include a machine shop, electronics shop, and a computer-equipped student work area.

Engineering

The department administers the Dual-Degree Engineering Program with Columbia University, Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program graduate with a degree from Gettysburg College upon successful completion of an engineering degree at one of these schools.

More details regarding the Dual-Degree Engineering Program are described in the Physics Student Handbook prepared by the Physics Department. Majors and prospective majors should request a copy from the department office or check the department's web page.

Prerequisites are meant only as guides. Any course is open to students who have permission of the department.

ASTRONOMY

101 Solar System Astronomy Overview of behavior and properties of planets, satellites, and minor members of the solar system. Subjects include basic phenomena of the visible sky, gravitation and orbital mechanics, results of telescopic and space research, and theories of the origin and evolution of the solar system. Course satisfies science distribution requirement for nonscience majors. Three classes and a laboratory.

102 Stellar Astronomy Overview of current knowledge about the universe beyond the solar system from a physical and evolutionary standpoint. Subjects include observational properties of stars, methods of observation and analysis of light, nature of stellar systems and interstellar material, principles of stellar structure and evolution, and overall structure and development of the physical universe. Course satisfies laboratory science distribution requirement for nonscience majors. Three classes and a laboratory.

208 Topics in Astronomy A detailed investigation of a topic of current interest in astronomy. The course sets forth a major subdiscipline of astronomy at a level beyond that of the introductory astronomy sequence, presuming some knowledge of the scale and structure of astronomical objects, the vocabulary of astronomy, and the fundamentals of physics.

PHYSICS

101 The Evolving Universe Overview of the fundamental principles of classical physics (including gravitation and electromagnetism), the theory of relativity, and quantum physics. Discussion covers the four fundamental forces of nature; nuclear and atomic physics; elementary particles; grand unified theories; and cosmology, including the origin and fate of the universe. Does not count toward the major. Three class hours.

102 Contemporary Physics Designed for nonscience majors. Course concentrates on the relationship between physical principles, modern technology, and the world in which we live. Topics include heat and thermodynamics, lasers and other optical instruments, electricity and circuits, medical diagnostics, and radiation effects. Not appropriate for students taking Math 112. Three class hours and three laboratory hours. *No prerequisites.*

103–104 Elementary Physics I and II General coverage of the fields of classical and modern physics. Course is structured for students in biology, environmental science, the health professions, etc. While particularly useful for biology majors, the two-course sequence serves any student as an introduction to a wide range of topics in physics. *Prerequisite:* Facility in algebra and geometry. Three class hours and three laboratory hours.

107 Physics of Music An introduction to the physical basis of music and sound production. Topics include the mechanical and sonic characteristics of common musical instruments, room acoustics, human perception of sound, and the mechanics of the human ear. Special emphasis is placed on how fundamental concepts from math and physics (vibrations and waves, logarithmic measurement scales, the Fourier Series, frequency spectra) explain many of the aspects of how music is produced and perceived.

111 Introductory Modern Physics I An introduction to conservation laws and modern physics: the conservation of momentum, energy and angular momentum as fundamental laws, vectors and the concept of velocity, superposition and the interference of waves, physical optics, introductory principles of quantum physics, and applications in atomic and nuclear physics. Four class hours and three laboratory hours.

112 Introductory Modern Physics II An introduction to classical and relativistic mechanics: Newton's laws of motion, the work-energy principle, celestial mechanics, and the special theory of relativity, including four-vector notation. Differential and integral calculus is introduced and used. *Prerequisites:* Physics 111 and Math 111, which may be taken concurrently, or permission of instructor. Four class hours and three laboratory hours.

211 Intermediate Physics An introduction to classical electromagnetic theory and applications: electrostatic fields, currents, magnetic fields, magnetic induction, and Maxwell's equations. Other topics include waves, light as a propagating electromagnetic disturbance, optics, and quantum mechanics. *Prerequisites:* Physics 112 and Mathematics 112, which may be taken concurrently; or permission of instructor. Three class hours and six laboratory hours.

240 Electronics Principles of electronic devices and circuits using integrated circuits, both analog and digital, including amplifiers, oscillators, and logic circuits. Three class hours and six laboratory hours. *No prerequisites.*

255 Mathematical Techniques for Physicists Intermediate treatment of mathematical methods used in physics. Topics include elements of vector calculus, complex variables, ordinary and partial differential equations, solution of Laplace's equation, special functions, determinants, and matrices. *Prerequisites:* Physics 211 and Mathematics 112. Three class hours.

310 Atomic and Nuclear Physics Introduction to quantum mechanics. Potential wells, barriers, one-electron atoms, and multielectron atoms are studied. Other topics include nuclear models, decay, and nuclear reactions. Three class hours and six laboratory hours. *Prerequisite:* Physics 255.

312 Thermodynamics and Statistical Physics Temperature, heat, first and second laws of thermodynamics, and introductory statistical mechanics of physical systems based on the principle of maximum entropy. Topics include the ideal gas, Fermi-Dirac and Bose-Einstein "gases," electrons in metals, blackbody radiation, low temperature physics, and elements of transport theory. *Prerequisite:* Physics 211. Three class hours.

315 The Nature of Space: Philosophical Revolutions in the History of Physics Study of the notion of space as it has developed from Aristotle to Einstein. Particular focus is on relations between scientific accounts of the structure of space and the larger philosophical context in which they arose. Cross-listed as Philosophy 315.

319 Classical Mechanics Intermediate-level course in mechanics for upperclass physics majors. Topics include chaos, nonlinear dynamics, central forces, oscillations, and the formalisms of Lagrange and Hamilton. *Prerequisites:* Physics 211, Physics 255, and Mathematics 211. Three class hours.

325 Advanced Physics Laboratory Laboratory course with experiments drawn from various areas of physics, such as optics, electromagnetism, atomic physics, and nuclear physics, with particular emphasis on contemporary methods. Error analysis, experimental techniques, and written and oral communication are stressed. *Prerequisite:* Physics 310.

330 Electricity and Magnetism Intermediate course in electromagnetism, including vector fields and vector calculus, electrostatic field theory, dielectrics, magnetic phenomena, fields in matter, Maxwell's equations, Laplace's equation and boundary value problems, and electromagnetic waves. *Prerequisites:* Physics 211 and Physics 255. Three class hours.

341 Quantum Mechanics Introduction to the Schrodinger and Heisenberg formulations of quantum mechanics. Topics include free particles, harmonic oscillator, angular momentum, hydrogen atom, matrix mechanics, spin wave functions, helium atom, and perturbation theory. *Prerequisites:* Physics 255 and 310 and Mathematics 363, or permission of instructor. Three class hours.

352 Optics and Laser Physics Intermediate treatment of physical optics and laser physics. Topics include electromagnetic theory of light, interference, diffraction, coherence, holography, Fourier optics, fundamentals of laser operations, laser spectroscopy, and fiber optics. Three class hours and six laboratory hours. *Prerequisites:* Physics 211 and Mathematics 211 or permission of instructor.

381 Special Topics in Physics Topics in physics not covered in the usual curriculum. Topics vary from year to year and may include relativity; astrophysics; advanced topics in modern optics, solid state physics and electromagnetism; fundamental particles and nuclear structure; the physics of plasmas and various mathematical topics in physics (topology, special functions, fractals). *Prerequisites:* Upper division standing and approval by instructor. Three class hours.

452 Tutorials: Special Topics Designed to cover physics or physics-related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, nuclear physics, and plasma physics. *Prerequisite:* Approval by department.

462 Independent Study in Physics and Astronomy Experimental or theoretical investigation of a research-level problem selected by a student in consultation with a faculty member. Students should arrange for supervision by the end of the junior year. Results of the investigation are reported in a departmental colloquium and in a written thesis. *Prerequisite:* Approval by department.

474 Internship Research participation during the summer at a recognized research laboratory such as Argonne National Labs, Department of Energy Laboratories, or NIST. Individual students are responsible for obtaining acceptance to these programs. In most cases students will be required to describe their participation in a departmental colloquium. *Prerequisite:* Completion of sophomore year and departmental approval. Contact the Center for Career Development for application and further assistance.

POLITICAL SCIENCE

Professors Mott (Chairperson) and Warshaw
Associate Professors Bohrer, Borock, Dawes, Gaenslen,
Hartzell, Iannello, and D. Tannenbaum
Assistant Professors Akbaba and Larson
Adjunct Instructors Slaughter and Stevens

Overview

The study of political science at Gettysburg College introduces students to a core set of concepts and methodologies that promote critical thought about the complexities of an

interdependent world and the role of individual nation-states within it. The College's location gives students an excellent historical vantage point from which to ponder such questions. Students may study political thought and such concepts as equality, liberty, and citizenship promoted by Plato or Madison. They may study the development of the state, the principle of separation of powers, American foreign policy, or conflict resolution and the cleavages that still promote violence in Northern Ireland or the Middle East. They may focus on poverty and the lack of basic human rights in third-world nations, explore the plight of migrant workers here in Adams County, join a service-learning trip to Latin America, or participate in a march on the mall in the nation's capital. Whatever their focus, students encounter a core set of themes: the state and other institutional structures, power, and choice.

Political science students may experience a rich array of hands-on activities, including internships in a variety of settings; class visits from faculty at the nearby Army War College; class trips to Washington, D.C., with visits to the Supreme Court or sessions of Congress; and participation in approved semester abroad programs or programs in Washington, D.C. Finally, students are encouraged to build curricular bridges to related academic disciplines, such as environmental studies, economics, and history.

Requirements and Recommendations

Major requirements: A minimum of ten courses in political science. Majors are required to take three of four introductory courses: Political Science 101, 102, 103, and 104. These courses are designed to introduce students to the discipline and to the types of issues that are important to political scientists. The 100-level courses may be taken in any order, and should be completed by the end of the sophomore year. All students must take Political Science 215 (Political Science Research Methods) as sophomores or first-semester juniors. Among the six courses needed to complete the major, students must take two courses in two different subfields at the 200 level, two courses within two of those subfields at the 300 level, and one elective at the 200 or 300 level. The remaining requirement must be satisfied with a 400-level capstone course.

Students are encouraged to take internships for academic course credit, but they are graded S/U and do not count toward the major requirements. Political science courses taken off campus will satisfy 200-level requirements only. Students are allowed to count a maximum of two of those courses for major and minor credits toward graduation.

Minor requirements: Successful completion of any two 100-level courses and any four upper-level courses that normally count toward the major, provided they do not all fall into the same subfield.

Departmental honors in political science are awarded to graduating majors who have achieved an average of 3.5 in political science courses and who have successfully completed a significant research project in the senior year. Students wishing to qualify for honors are responsible for choosing a faculty member to direct the project. A second faculty member will act as a reader of the completed work. Those who achieve honors are expected to present their work in a public forum.

Students interested in political science are urged to take basic courses in history and economics during their first two years. In the junior and senior years, majors are urged to consider individualized study and internships.

Curricular Goals

The following courses fulfill various curricular goals:

- Multiple Inquiries/Social Sciences: Political Science 101, 102, 103, and 104
- Local and Global Citizenship/Cultural Diversity (Non-Western): Political Science 270, 271, 362, and 363

Special Programs

Qualified students may participate in off-campus programs, such as the Washington Semester, The United Nations Semester, and Study Abroad.

INTRODUCTORY COURSES

101 American Government Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

102 Introduction to Political Thought Analysis of political philosophies relating to fundamental problems of political association, past and present. Course examines concepts of power, authority, freedom, equality, social justice, and order, as expressed in works of major political philosophers.

103 Introduction to International Relations

Examination of the behavior of states and non-state actors in the international system. Topics include systems analysis, nationalism, power, foreign policy, international institutions, interdependence and the world economy, conflict and cooperation, global environmental and ecological issues.

104 Introduction to Comparative Politics

Introduction to structures and processes of political institutions in major types of political systems, including parliamentary systems, countries of the former Soviet Bloc system, and systems in developing countries.

METHODOLOGY

215 Political Science Research Methods

Introduction to quantitative research methods and their application to the study of politics. Topics include empiricism, survey research and polling, electoral behavior, and public opinion. Special attention is given to research design, data collection, data processing, and statistical analysis. *Prerequisites:* Completion of three of the following: Political Science 101, 102, 103, and 104, or permission of instructor.

AMERICAN GOVERNMENT

220 Urban Politics Study of the changing patterns in American urban life. Particular attention is given to the governing of urban America in the past, present, and future, and the structure of power that has affected urban policy decisions. *Prerequisite:* Political Science 101 or permission of instructor.

223 U.S. Congress Study of the United States Congress, focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. *Prerequisite:* Political Science 101 or permission of instructor.

224 The American Presidency Study of the presidency in the American political system, including presidential selection, presidential

leadership and decision making, the president's advisors, and the role of the presidency in the policy-making process. *Prerequisite:* Political Science 101 or permission of instructor.

225 American Constitutional Law Study of the judicial process in the U.S., with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisite:* Political Science 101 or permission of instructor.

322 Civil Rights and Liberties Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisites:* Political Science 101 and 225, or permission of instructor.

323 Religion and Politics Study of historical intersections of religion and politics in the United States with a focus on major issues and sources of tension between religious actors and governmental institutions. In addition to commentaries exploring the appropriate relationship of religion and government, emphasis is placed on leading judicial decisions under the establishment and free exercise clauses of the First Amendment. *Prerequisite:* Political Science 101 or permission of instructor.

324 Executive Policy Making Study of the constraints in the presidential policy-making process. Included is an examination of the bureaucratic, constituent, and congressional impact on the development of policy options in executive decision making. Students are responsible for a major term paper, which involves considerable independent research. *Prerequisites:* Political Science 101 and 224 or permission of instructor.

327 State Politics and Policy Comparative analysis of politics in the fifty states. An empirical analysis of the operation and functions of state political systems. *Prerequisites:* Political Science 101 and 215 or permission of instructor.

331 Political Parties in American Politics Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques are considered. *Prerequisites:* Political Science 101 and 215, or permission of instructor.

INTERNATIONAL POLITICS

242 United States Foreign Policy Examination of the sources, goals and patterns of foreign policy. Attention is given to the processes by which policy is formulated and implemented and to the evaluation of the effectiveness of policy. Topics include decision making, foreign economic policy, deterrence, instruments of foreign policy, regionalism, multilateralism, and the development of post-Cold War objectives. *Prerequisite:* Political Science 103 or permission of instructor.

251 Political Economy of Advanced Industrial Societies Course explores scope and implications of interdependence among advanced industrial societies in the global system, as well as political determinants of international economic developments. Alternative theoretical perspectives on international political economy are examined, as well as the nature of the structure and management of the international economic system that was created by the industrialized countries after World War II. *Prerequisite:* Political Science 103 or permission of instructor.

252 North-South Dialogue Course investigates the political economy of North-South relations. Examining the distribution of wealth between the developed and developing countries of the world, course focuses on political and economic factors that have made global inequality a central characteristic of the relationship between the North and South. Important issues of the contemporary period such as North-South trade, the debt crisis, foreign aid, and famine are investigated and the developmental prospects for the South are assessed. Course may, in some of the years it is offered, include a two-week service-learning trip to a developing country. *Prerequisite:* Political Science 103 or permission of instructor.

340 Models and Policy Analysis Examination of national/regional policy options and consequences, using a global computer model to develop scenarios that focus on present or future international issues. Scenario topics include global warming, North-South disparities, environmental and ecological issues, economic development and trade, arms racing, and nuclear proliferation. *Prerequisite:* Junior or seniors status, or permission of instructor.

344 U.S. National Security Policy Examination of the domestic and foreign policies developed by the U.S. to defend itself and its interests.

Attention is given to the structure within which policy is formulated and implemented and the transition to post-Cold War defense objectives and strategies. Topics include decision making, defense spending, military intervention and peacekeeping, regionalism, terrorism, nuclear proliferation, and war fighting strategies.

Prerequisite: Political Science 103 or permission of instructor. *Recommended:* Political Science 242.

346 International Relations Theory

Examination of the study of international relations from the perspective of the realist/neorealist and liberal/neoliberal theoretical traditions. Attention is also given to the theories' impact on policy making. Topics include power, war, peace, integration, international organization and law. *Prerequisite:* Political Science 103 or permission of instructor.

347 Global Conflict Management Examination of some basic forms of conflict prevalent in the international system. Course focuses on conditions that provoke conflict, attempts to prevent conflict, and ways to manage conflict and the means to end it. Cases are drawn from global and regional examples. *Prerequisite:* Political Science 103 or permission of instructor.

COMPARATIVE POLITICS

260 West European Politics Introduction to post-WW II West European politics. Topics include the development, expansion, and contraction of the welfare state, corporatism, societal cleavage structures, party system dynamics, government formation, and the institutional development and transformation of the European Union. Course compares the countries of Western Europe with one another, as well as with other post-industrial systems. *Prerequisite:* Political Science 104 or permission of instructor.

270 Government and Politics in China

Introduction to the domestic politics of China, particularly since 1949. Topics include the historical legacy, ideology, political institutions, elite-mass relations, policy process, developmental strategies, and efforts at reform.

Prerequisite: Political Science 104 or permission of instructor.

271 Government and Politics in Japan

Introduction to post-World War II Japanese politics, involving comparison with political patterns elsewhere in the industrialized world. Topics include the historical legacy, political structures and processes, elite-mass relations,

and the nature of the connection between business and government. *Prerequisite:* Political Science 104 or permission of instructor.

275 Latin American Politics Introduction to Latin American politics. Focus is on political issues surrounding economic development in the Latin American context: political preconditions, policy choices of Latin American regimes and leaders, and political consequences of development in general, and of those policy choices in particular. Course also compares the political systems and development trajectories of Latin American countries to other countries in the world. *Prerequisite:* Political Science 104 or permission of instructor.

362 Peasants, Politics, and Rebellion Peasants as political actors, with a focus on rural ecology and economy, peasant mentality and culture, and theories of rebellion and revolution. *Prerequisite:* Political Science 104 or permission of instructor.

363 The Politics of Developing Areas

Introduction to the study of social and political change in poor countries. Topics include the meaning of development, theories of underdevelopment, political structures and processes, the role of the military, corruption, East Asia as a model, and prospects for democracy. *Prerequisite:* Political Science 104 or permission of instructor.

POLITICAL THEORY

200, 300 Topics in Political Science Exploration of announced topics chosen each year or every other year by the department.

280 Modern Political Ideologies Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism, conservatism, socialism, feminism, anarchism, Marxism, communism, and fascism. Concept of ideology, historical development, and intersection and overlap of ideologies are also considered, as is the influence of political philosophy on ideologies and of ideologies on political behavior. *Prerequisite:* Political Science 102 or permission of instructor.

381 American Political Thought Study of the development of political thought in America from the colonial period to the present. Course examines individual writers and movements, and considers the relationship of the ideas examined both to current issues and politics

and to the broader tradition of political philosophy. *Prerequisite:* Political Science 102 or permission of instructor.

382 Feminist Theory in American Politics

Examination of the role of feminist political thought in American politics. Topics include various strains of feminist theory, including liberal, Marxist, radical, and anarchist theories, with particular emphasis on kinds of feminist political participation that emerge from liberal and anarchist political ideals. Study also provides a context in which key concepts such as politics and power may be reconceptualized from an American feminist point of view.

Prerequisite: Political Science 102 or permission of instructor.

383 The Holocaust and Modern Political Thought

Study of the ideas of modern political thinkers from Machiavelli to Wiesel, which provide insight into human behavior during the Holocaust—the systematic destruction of six million European Jews, and other targeted populations, by the Nazi German regime and their collaborators during the 1930s and 1940s.

Prerequisite: Political Science 102 or permission of instructor.

400 Seminars Advanced study of domestic, foreign, or world politics, or political theory. A common core of reading and written reports by each student is provided. Topics differ each year, but several seminars are offered routinely and are listed below.

402 American Voting Behavior and Electoral Politics

Survey of research on political participation and vote choice in the U.S. Also considered are various functions elections serve in a democracy, as well as the relative merits of aggregate and individual level approaches to the study of the politics of the mass electorate. Emphasizes contemporary American politics, but also includes analysis of historical and comparative aspects of voting behavior. *Prerequisite:* Political Science 101 or permission of instructor.

405 Executive-Legislative Relations Examination of the complex institutional and political relationship between the Executive and Legislative branches of the Federal government. *Prerequisite:* Political Science 101 and 224.

406 Politics of Poverty Consideration of the definitions of poverty and the location of the problem within the federal political system.

Attention is given to competing ideologies/theories of the development of poverty in urban areas and corresponding proposals/solutions offered by each perspective. *Prerequisite:* Political Science 101 or permission of instructor.

409 Comparative Political Economy Introduction to the workings of domestic economic systems and to some of the main analytical frameworks that political economy uses to examine these systems. Comparative focus on issues of political economy is two-fold: Use is made of comparative methods as well as of different theoretical approaches to understanding domestic political economies. To that end, course focuses on relationship between political systems, regime types, ideology, and economic systems and the effects these have on certain public policy outcomes. *Prerequisite:* Political Science 103, with Political Science 251 or 252 recommended, or permission of the instructor.

412 Women and the Political Economy of Development

Examination of the central role that women in developing countries perform in the development process, as well as of the impact that development has on women. Analysis of the role that women play in household production, in the care of their families and their participation in both the formal and informal economies. Perspectives ranging from economists' efforts to accurately measure women's contributions to development, to political scientists' focus on the political power of women, to feminist critiques of mainstream development theories are employed. A service-learning component is included. *Prerequisite:* Political Science 103 or permission of instructor.

414 Europe in Transition Focus on the profound political, social, and economic changes in the post-World War II era in West European politics. Topics include the crisis of the welfare state, immigration and the rise of parties of the far-right, the enlargement and enhancement of the European Union, the integration of East-Central Europe after the Cold War, and the devolution of power from national to sub-national bodies. *Prerequisite:* Political Science 104 or permission of instructor. *Recommended:* Political Science 260.

415 Contemporary Democracies Examination of the growth in the number of democratic governments across the world since the late twentieth century. Comparative focus on

established and transitional states with a focus on the meaning and measurement of democracy, the implications of different institutional forms of democracy on representation and political-economic outcomes, democratic transitions, and the problems and prospects for “exporting” democracy. *Prerequisite:* Political Science 104 or permission of instructor.

Individualized Study Intensive research on an approved topic presented in oral or written reports, under the supervision of a faculty member.

Internship Minimum six weeks of on-site participation in administration with a public or private organization under the supervision of a faculty member. Available fall or spring semesters or the summer.

Honors Opportunity for highly qualified students to participate in a program of original research under the supervision of a faculty member. Each student completes a thesis and presents her or his research in a public forum.

PSYCHOLOGY

Professors D'Agostino and Riggs
Associate Professors Cain, Fincher-Kiefer, McCall,
and Sivity
Assistant Professors Goubet, Meier, and Wilson
Adjunct Assistant Professors O'Neill and Sauve

Overview

The department emphasizes an empirical approach to psychology in all of its course offerings. The objective of the department is to promote knowledge of the causes of behavior and mental processes with emphasis on the formation of a scientific attitude and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including advanced laboratories, independent reading and independent research, selected opportunities for internships, service learning, seminars, and special topics. Direct experience with the major methods, instruments, and theoretical frameworks of the discipline is emphasized throughout.

Requirements and Recommendations

Psychology 101 is a prerequisite for all other courses in the department. Requirements for a major include Psychology 101, 205, 305, and 341 and two advanced psychology laboratory courses, one from each of the following two

groups: (a) 314, 321, 327, 328 and (b) 315, 316, 317, 336, 338; three additional 200-level courses in psychology, and two laboratory courses in the Division of Natural Sciences. Most psychology laboratory courses have a 200-level course as a prerequisite. Majors must earn a grade of C or better in both Psychology 205 and 305. (*Psychology 205 may not be repeated for the major. Psychology 305 may be repeated once.*) Students may not take two advanced psychology laboratory courses in the same semester.

An individualized study, as well as experiences such as the Shand summer program or an internship, is highly recommended for those planning to go on to graduate work. Students should consult with their adviser for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Honors Research Program

This program provides outstanding students with an intensive research experience. Invitations for participation may be extended to students who have demonstrated outstanding performance in course work in the major.

Students in this program complete two advanced laboratory courses by the first semester of their senior year (priority will be given at registration) and enroll in Psychology 464 Honors Research in their senior year (an honors thesis may be substituted for Psychology 464; see Honors Thesis course description). Results of these honors research projects are presented at the Spring Undergraduate Research Colloquium. Students are also expected to attend departmental colloquia and other departmental events.

Requirements for Departmental Honors

Departmental Honors are awarded to graduating majors who, in the combined judgment of the faculty, have demonstrated academic excellence in course work in the major; and who have completed an individualized empirical research project, honors research, or an honors thesis.

Curricular Goals

The following courses fulfill various curricular goals:

- Multiple Inquiries/Social Sciences: Psychology 101
- Integrative Thinking/Quantitative, Inductive, and Deductive Reasoning: Psychology 205, open only to psychology majors

Information about how psychology majors acquire the communication conventions of the field and complete the capstone experience can be obtained from the department.

Neuroscience Minor

Neuroscience is an interdisciplinary study of the relationship between the brain, the mind, and behavior. Students majoring in psychology may want to consider pursuing a minor in neuroscience. In addition to preparing students for graduate study specifically in neuroscience, the minor affords students the proper tools for graduate study in other areas of psychology as well as medical school.

101 General Psychology Introduction to basic scientific logic, facts, theories, and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Offered each semester.

205 Introduction to Statistics Introduction to descriptive and inferential statistical methods. Laboratory work involves the use of a computer software package that allows for the application of statistical procedures. Credit may not be granted for this course and Mathematics 107, Biology 260, or Economics 241. Offered each semester. Required of all majors; open only to declared majors. Three class hours and three laboratory hours.

214 Social Psychology Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction. *Prerequisite:* Psychology 101.

215 Human Cognition Introduction to cognitive psychology. Topics covered include perception, attention, memory, learning, forgetting, language comprehension, reasoning, and problem solving. Theories are presented concerning cognitive processes, and empirical evidence is considered that might challenge or support these theories. *Prerequisite:* Psychology 101.

216 Sensation and Perception Explores phenomena of sensation and perception from the perspective of experimental psychology. Emphasis is on understanding the mechanisms and processes that underlie our experiences of the material world. Research projects explore

special topics and areas of current research. *Prerequisite:* Psychology 101 or Biology 101 or 111.

221 Basic Dynamics of Personality Introduction to major theories of personality, including psychodynamic, behavioral, humanistic, and trait models. General issues and problems that arise in the study of personality are considered, and the importance of empirical evidence is emphasized. *Prerequisite:* Psychology 101.

225 Developmental Psychology Psychological development of the individual, from conception up to middle childhood. Theory, methodology, and research are presented in the areas of perception, learning, cognition, language, social, emotional, and moral development. *Prerequisite:* Psychology 101.

236 Introduction to Brain and Behavior Introduction to the anatomical, physiological, and biochemical bases of human behavior. Topics include the neurobiology of motivation, emotions, and psychopathology. Topics are discussed within comparative and evolutionary frameworks, with a particular emphasis on developing an ability to conceptualize psychological phenomena in biological terms. *Prerequisite:* Psychology 101.

237 Psychopharmacology Examination of how psychoactive compounds affect the brain, behavior, and cognition. The major neurochemical systems of the brain and how psychoactive compounds affect these systems are discussed at length. Topics include both recreational and psychotherapeutic agents. Methods used in psychopharmacology research are emphasized throughout the course. *Prerequisite:* Psychology 101.

238 Cognitive Neuroscience Exploration of the rapidly developing field of cognitive neuroscience. Emphasis is on exploring cognition using a multidisciplinary approach, drawing from cognitive psychology, biology, neurology, and neuroscience. Some specific areas covered include the neural basis of vision, audition, attention, memory, language, and consciousness. The goal is to explore the neural substrates responsible for mediating various cognitive functions, i.e., how the brain enables the mind. *Prerequisite:* Psychology 101 or Biology 101 or 111.

305 Experimental Methods Introduction to scientific method and experimental design. Emphasis is on the logical development of new ideas, kinds and sources of error in experimentation, methods of control, design and analysis of experiments, and scientific communication. *Prerequisite:* Psychology 205. Three class hours and three laboratory hours.

314 Experimental Social Psychology Advanced study of specific content areas in social psychology. Discussion focuses on current theories, experimental research, and methodological issues specific to social psychology. Laboratory work includes design, execution, and analysis of original experimental research. *Prerequisites:* Psychology 214 and 305. Three class hours and the equivalent of three laboratory hours.

315 Thinking and Cognition In-depth examination of the cognitive processes involved in explicit and implicit memory, eyewitness testimony, and false memory. Current research and existing theories are surveyed. Research is conducted in one area of investigation. *Prerequisites:* Psychology 215 and 305. Three class hours and three laboratory hours.

316 Perception In-depth investigation of current topics in perception through review of empirical research and theory. Focus is on high-level vision, taste/flavor perception, or the perception-action system, with an emphasis on cognitive and developmental influences on the perceptual process. In laboratory, students design and conduct original research. *Prerequisites:* Psychology 216 and 305. Three class hours and three laboratory hours.

317 Memory and Social Cognition Introduction to human memory and social cognition. Focus is on the cognitive structures and processes involved in social judgment. Errors and biases in human judgment are also examined. Three class hours and three laboratory hours. *Prerequisites:* Psychology 214 (or 215) and 305; or permission of instructor.

321 Assessment of Personality, Psychopathology, and Intelligence Introduction to methodological and conceptual issues involved in the construction and use of personality tests and measures of psychopathology. Survey of literature on test development and validation is followed by in-depth study of selected topics in

personality, psychopathology, and intelligence. Each student also designs, conducts, analyzes, and writes up an experiment evaluating some aspect of a personality test or measure.

Prerequisites: Psychology 221 and 305. Three class hours and equivalent of three laboratory hours.

326 Abnormal Psychology Introduction to psychopathology and abnormal behavior, with particular attention to conceptual, methodological, and ethical issues involved in the study of abnormal psychology. Models of psychopathology and psychodiagnosis are discussed, with an emphasis on the empirical evidence for different models. *Prerequisite:* Psychology 221.

327 Experimental Cognitive Development Intensive study of one or more areas of cognitive development. Emphasis is on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center. Design, execution, and analysis of a research project is required. *Prerequisites:* Psychology 225 and 305. Three class hours and three laboratory hours.

328 Laboratory in Social Development Intensive study of one or more areas of social and personality development, utilizing observational and experimental methods. Emphasis is on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center and includes the design, execution, and analysis of a research project. *Prerequisites:* Psychology 225 and 305. Three class hours and three laboratory hours.

336 Behavioral Neuroscience Advanced discussion of topics included in Psychology 236, as well as an in-depth treatment of brain development and the neurochemical basis of behavior. *Prerequisites:* Psychology 236 or 237 and Psychology 305 or permission of the instructor. Three class hours and three laboratory hours.

338 Experimental Cognitive Neuroscience In-depth examination of the neurobiological substrates involved in perceptual and cognitive processing. Empirical data are used to illustrate conception, design, and analysis of contemporary cognitive neuroscience topics. Emphasis is placed on a multidisciplinary approach to illustrate the importance of converging techniques when exploring cognitive neuroscience topics with particular focus on functional brain imaging.

Lab work includes the conception, design, execution, analysis, and write-up of functional brain-imaging experiments. *Prerequisites:* Psychology 238 and 305, or permission of instructor. Three class hours and three laboratory hours.

341 History of Experimental Psychology Review of the historical development of scientific psychology. Emphases are on early foundations of major conceptual issues and on the role of the reference experiment in setting the course of modern psychological research. *Prerequisite:* Psychology 305.

400 Seminar Opportunity to work on a selected topic in a small group under the guidance of a faculty member. Not offered every year. Topic for a given semester is announced in advance. Enrollment by permission of instructor. May be repeated.

450 Individualized Study Tutorial opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student is expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:* Permission of instructor. May be repeated.

460 Individualized Empirical Research Design and execution of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a faculty member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the semester or to withdraw from the course. Research culminates in a paper. *Prerequisite:* Permission of instructor. May be repeated.

464 Honors Research Students in the Honors Research Program take this course in their senior year. Course has two components: (a) a research project, similar to that described under Individualized Empirical Research, in which each student designs and executes an empirical study under the supervision of a staff member; and (b) an honors seminar in which honors students present and discuss their research projects. Students may elect to do their research project in either the fall or spring semester. Seminar meets both semesters, and all students participate in all seminar meetings. One course credit usually is given in the spring semester.

Prerequisites: Participation in the Honors Research Program and completion of two advanced laboratory courses.

466 Honors Thesis Designed to meet needs of the clearly superior student. During the senior year each participant engages in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student presents and discusses his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses to be applied towards a psychology major. *Prerequisite:* By invitation of the department only.

473 Internship A minimum of 160 hours of on-the-job experience in a mental health, human resource, or research position. Students must be sponsored by a faculty member, and receive approval by the internship coordinator. Available during the fall or spring semesters or during the summer. Course does not count toward minimum requirements in a major or minor; graded S/U. May not be repeated.

RELIGION

Associate Professors C. Myers and Sommer (Chairperson)

Assistant Professors Lokensgard, Sijapati, and Stern
Visiting Instructor Hatcher

Overview

Essential to an understanding of the past and the present is a study of the varied religious experiences and traditions of humankind. The department offers courses in sacred texts, historical traditions, and religious thought and institutions, all of which investigate the complex phenomenon of religion.

Requirements and Recommendations

A major consists of ten courses, eight of which must be taken within the department. Two must be at the 200 level; two must be at the 300 or 400 level; four additional courses must be taken within the department; and two may be taken outside the department. The department encourages qualified students to consider internships and/or overseas study.

A minor consists of six courses. One of the six may be outside the department, but not in a student's major; at least one must be at the 200-level and at least one must be at the 300- or 400-level.

Any of the following courses, outside the department may be counted toward either a major or minor. Other courses may be possible with the permission of the department.

- Anth 227** Anthropology of Religion
Classics 230 Classical Mythology
English 312 Medieval Drama
FYS 132 Religious Perspectives on the Environment
FYS 150 Death and the Meaning of Life
FYS 194 Exploring the World of Islam
Greek 204 New Testament Greek
Hist 104 History of the Islamic World to 1800
Hist 270 Topics in African History
Hist 311 Medieval Europe
Hist 313 Renaissance and Reformation
IDS 204 Fly-Fishing in Spirit, Language, and Practice
IDS 229 South Asia: Contemporary Issues in Historical Perspective
IDS 239 Survey of South Asian Literature
IDS 267 Theatre and Religion
Phil 206 Medieval and Renaissance Philosophy
Phil 223 Philosophy and Gandhi
Phil 237 Philosophy of Religion
Phil 240 World Philosophy
Phil 329 Shapes of Evil
Phil 332 Philosophy and Mysticism
Pol Sci 323 Religion and Politics in the United States
Soc 205 Sociology of Religion
VAH 202 Medieval Art

The department's rationale for numbering courses is as follows:

100-level courses tend to be topical and thematic.

200-level courses are surveys that usually take a historical approach. Neither 100- nor 200-level courses have a prerequisite.

300-level courses are more narrowly focused or specialized, often examining in greater detail an issue or area treated more generally in other courses.

Curricular Goals

The following courses fulfill various curricular goals:

- Multiple Inquiries/Humanities: Religion 101, 105, 205, 226, 227, 234, 241, and 270
- Local and Global Citizenship/Cultural Diversity (Non-Western): Religion 226, 241, 244, 248, 249, 251, 252, 254, 270, 271, 340, and 352

101 Introduction to Religion Introduction to basic elements entailed in the study of religion such as sacred space, sacred time, ritual, pilgrimage, cosmology, ritual, scripture, and the afterlife. Course explores case studies from various cultural traditions throughout the world.

105 The Bible and Modern Moral Issues

Investigation of the relevance of the Bible for life in the twenty-first century. Some issues studied from a biblical perspective include sex roles and sexual relations, economic inequities, and legal injustices. Among topics to be covered are marriage and divorce, homosexuality, women's rights, poverty, war, and peace. Three class hours. *No prerequisites*. Open to first-year students and sophomores only.

117 Topics in Biblical Studies Intensive study of a religious topic, problem, writer, or theme in the field of biblical studies. Offered at the discretion of department.

127 Topics in History of Religions Intensive study of a religious topic, problem, writer, or theme in the field of the history of religions. Offered at discretion of department.

137 Topics in Religious Thought Intensive study of a religious topic, problem, writer, or theme in the field of religious thought. Offered at discretion of department.

204 History, Literature, and Religion of the Hebrew Scriptures

Study of the history, literature, and religion of the Hebrews from the time of Abraham to about 500 B.C.E. History and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data.

205 History, Literature, and Religion of the New Testament

Introduction to writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. Use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated.

214 Introduction to Judaism Overview of ancient and contemporary Jewish belief and practice through an examination of sacred texts, theology, and history. Special attention is given to Jewish theology, holidays, and life-cycle.

226 Native American Religions Introduction to the religious traditions of the Native American peoples. Focus is on various Native American “ways of life” as fundamentally religious. Ethnographic case studies and contemporary issues reveal the religious importance of land, language, and community to otherwise diverse Native American peoples. Special attention is paid to the ongoing struggle these same peoples face for religious freedom in a country where religion is often thought of as a matter of individual belief rather than communal practice.

227 Religion and Society Examination of the relationship between society and religion. Theories offered by key thinkers in the study of religion reveal religious phenomena in the contemporary world as inherently social and as having tremendous impact on all social structures.

234 Religion in America Survey of various religious groups and phenomena in the United States. Course examines the traditional religions whose adherents played significant roles in founding the United States, while also paying attention to the religious traditions of the historically enslaved, colonized, and otherwise oppressed. Special attention is paid to alternative religious movements and to those religious groups whose members seek greater visibility, freedom, or influence upon the religious character of the United States today.

237 Twentieth-Century Jewish Thought An exploration of how twentieth-century Jewish thinkers critically address many of the religious, spiritual, existential, social, and ethical issues that face contemporary, Western society. Their insights are used to help us understand the world in which we live. Discussion is an important part of this course.

238 The Holocaust and Jewish Thought Exploration of Jewish religious, literary, ethical, and philosophical responses to the Holocaust. Course investigates how the Holocaust threatens traditional understandings of Judaism and monotheism, social ethics, spirituality, and community. The writings of Elie Wiesel, Primo Levi, Emmanuel Levinas, Raul Hilberg, Hannah Arendt, Emil Fackenheim, Deborah Lipstadt, Jean Amery, Gertha Klein, and others are studied.

241 Introduction to Hinduism Survey of the Hindu religious tradition from its origins in the Vedas to contemporary Indian political thought and philosophy. Focus is on ideas of sacrifice, liberation, devotion to the deities, and social structure through an examination of core texts from the Hindu tradition.

244 Introduction to Buddhism Introduction to the beliefs and practices of the Buddhist tradition, from their origins in ancient India to modern times. Study surveys major texts of the Buddhist tradition and explores their interpretations in the countries of South Asia and East Asia.

248 Religions of China General introduction to major religious traditions of China through textual, historical, and social studies of Confucianism, Taoism, and Buddhism. Attention is also given to an assessment of their contemporary viability.

249 The Religions of Japan Special emphasis on understanding the religious thinking of the Japanese, ancient and modern, through textual, historical, and cultural study of religious traditions: Shinto and folk beliefs, Buddhism, Confucianism, and Taoism.

251 Looking for the Tao Introduction to the major texts of classical Chinese thought. Course surveys the works, in English translation, of the most important thinkers of the Confucian, Taoist, Legalist, and Mohist schools of the fifth to the third centuries B.C.E and explores their significance for social, educational, and environmental concerns in modern East Asia.

254 Confucianism Survey of the religious and philosophical traditions of Confucianism in East Asia from ancient to modern times. Course explores such notions as ritual, education, human nature, self-cultivation, and quiet sitting. Attention is also given to women’s learning and women’s education in ancient and later imperial times.

270 Introduction to Islam Survey of the origins and development of Islamic beliefs and practices from inception to the present. Course examines the growth and development of the cultural, political, legal, theological, and mystical aspects of Islam from the early to the modern periods. Course readings emphasize primary source material.

271 Sufism: The Mystic Path in Islam Survey of the mystical tradition in Islam known as Sufism, from its origins in medieval Iraq to its role in contemporary Islamic societies. Course focuses on how the Sufi pursuit of unity with, or annihilation in, God relates to the core monotheistic beliefs of Islam. Sufi theories and practices are studied through primary source materials, and special attention is paid to issues of orthodoxy, heresy, and anti-social behavior in the history of Sufism.

311 Jesus in the First Three Gospels Examination of the Jesus tradition, as interpreted in the Gospels of Matthew, Mark, and Luke, using techniques of source, form, redaction, and literary criticism. Special attention is given to the distinctive perspective of each Gospel. *Prerequisite:* Religion 205. Not offered every year.

312 The Gospel of John Exploration of the thought and content of the Fourth Gospel. Effort is made to determine the background purposes for writing and the community addressed by John's Gospel. The question of its relationship to the Synoptic Gospels and the Epistles of John is included. *Prerequisite:* Religion 205. Not offered every year.

314 The Apostle Paul Study of the life, letters, and legacy of the early Christian, Paul, through a careful consideration of primary and selected secondary sources. Particular attention is given to understanding the Pauline literature in its historical context. Ancient and modern interpretations of Paul's life and work are also treated. *Prerequisite:* Religion 205. Not offered every year.

320 Religion and Colonialism Critical examination of the relationship between religion and colonialism. The use of religion by some peoples as a colonizing tool is considered alongside the use of religion by other peoples as a tool that facilitates freedom from colonialism. Case studies of colonialism and indigenous resistance against colonialism are drawn from the Americas, Africa, and Asia. Theoretical constructions of religion, colonialism, and postcolonialism are considered as well.

331 Religion and Technology Exploration of works by modern Jewish thinkers who critically address how technology has changed Western

attitudes concerning religion, ethics, and community. Discussion covers issues such as alienation, labor, abortion, and cloning.

340 Cosmology of the Body Exploration of the religious, symbolic, and magical dimensions of cross-cultural concepts of the human body. Course surveys religious attitudes toward such topics as resurrection, reincarnation, mutilation, cannibalism, fasting, and body decoration. Not offered every year.

343 Mythology and Religion Mythology and religion have always been companions. Course aims at understanding this friendship. Students familiarize themselves with certain mythological artifacts, as well as current "surrogate myths." Primary focus is an appreciation of the process of "mythmaking," which is approached from several critical viewpoints. Not offered every year.

352 The Tao of Traditional Chinese Medicine Introduction to the philosophical and religious aspects of traditional Chinese healing practices. Study surveys such topics as the composition of the human body and its relationship with the larger cosmos, the diagnosis of ailments caused by material and spiritual pathogens, the medical and ritual treatment of conditions, and preventative practices such as meditation and exercise. Emphasis is on pre-modern traditions, but some attention is given to their modern applications. *Prerequisite:* One course in Chinese religions or philosophy (for example, Religions of China, Looking for the Tao, or Confucianism) or permission of the instructor.

355 Muhammad and the Qur'an Examination of the foundations of Islam in the life of the Prophet Muhammad and in the text of the Qur'an. Course examines the content and style of the Qur'an and of the traditional biography of Muhammad. Focus is on the roles of the Qur'an and Muhammad's life as the sources for Islamic law and practice as well as objects of veneration. Special attention is paid to the historical problems raised by the study of early Islam, particularly with regard to the dating of the Qur'an and Muhammad's career.

360 Religious Diversity and Conflict in South Asia Examination of the history of religious diversity and conflict in South Asia. Course explores the way in which numerous religious

traditions, including the many forms of Hinduism, Islam, Sikhism, and Christianity, have co-existed and flourished on the Indian subcontinent. Particular attention is paid to moments of inter-religious cooperation and dialogue and moments of inter-communal conflict.

460 Individualized Study for Majors and Minors

Senior Project must be approved by department.

470 Individualized Study and Internships

474 Summer Internships

SOCIOLOGY AND ANTHROPOLOGY

Professor Emmons

Associate Professors Betances, Gill, Hendon, and Potuchek (Chairperson)

Assistant Professors Amster, Perry, Phua, and Rapuano

Visiting Assistant Professor Honeychurch

Adjunct Assistant Professor Birch

Adjunct Instructors Hill and Sauders

Overview

Studies in the department investigate social organization, social action, and the role of culture in shaping human behavior. The courses explore a variety of approaches that reflect the diversity of perspectives used by sociologists and anthropologists. Some perspectives start with individuals in interaction with each other and focus on how they develop meaningful social relationships, groups, and institutions. Others focus on how individuals are molded by institutions, groups, and cultural beliefs, while yet others examine the functional or conflictual relationships among classes and subcultures. By emphasizing the systematic and comparative study of social institutions and cultures, the faculty guide students in analyzing social realities, dealing with contemporary issues, and understanding social change. The department is committed to experiential education, field projects, and internships.

The goals of the department's program are to contribute to the liberal arts education at Gettysburg College, to acquaint students with sociological and anthropological perspectives,

and to help them meet their academic and career needs. The program prepares majors for graduate studies and careers in fields such as sociology, anthropology, archaeology, urban planning, public policy, social work, health care, museum work, communication, education, criminology, law, market research, human rights work, and environmental activism.

The department has chapters of Lambda Alpha and Alpha Kappa Delta, the anthropological and sociological honor societies, respectively. Majors are eligible for the Harry C. and Catherine Noffsinger Hartzell Award and the Holly Gabriel Award. Students who successfully complete a senior project and thesis are eligible for honors. Several majors serve as student representatives to department faculty meetings to provide a voice for students.

Requirements and Recommendations

Major requirements: The department offers a major in sociology and a major in anthropology. Students who major in sociology take a minimum of ten full-credit courses. Majors must take Sociology 101, 302, and 306 and earn a grade of C- or better in these courses. They must also take the capstone seminar (Sociology 400), one of the inequality courses (Sociology 202, 209, 217, or 240); one of the seminars in sociological theory (Sociology 310, 312, 313, or 315); and a second 300-level department course in methods (either Sociology 303 or 323). The remaining three courses are electives chosen from among the sociology course offerings (excluding the Sociology 470 courses and normally excluding the Sociology 450 courses), and may include one anthropology course. None of the courses required for the major may be taken S/U.

Students who major in anthropology take a minimum of ten full-credit courses. There are five required courses: Anthropology 103, 106, 300, 323, and 400 (Capstone Experience). Five courses are electives chosen from 200-level and 300-level anthropology courses, including at least one 300-level elective (excluding the Anthropology 470 courses and normally excluding the 450 courses). Majors must earn a grade of C- or better in Anthropology 103, 106, and 300. None of the courses required for the major may be taken S/U.

Religion 226, Religion 320, and Women's Studies 231 may be counted as 200-level electives toward the major in anthropology. Up to two approved courses taken abroad may also be counted as electives.

Minor requirements: Students with a major in sociology may minor in anthropology, and students with a major in anthropology may minor in sociology. The sociology minor requires six courses: Sociology 101, 302, and 306 and three electives from the sociology course offerings (normally excluding the Sociology 450 and 470 courses). Six courses are required for the anthropology minor: Anthropology 103, 106, and 300 and three electives from the anthropology course offerings (one of which may be an Anthropology 450 course).

Prerequisites

Sociology 101 is a prerequisite for most other sociology courses (except as noted in course descriptions). The Sociology 302 methods course is a prerequisite for other 300-level courses in methods (e.g., Sociology 303 or 323). The Sociology 306 theory course is a prerequisite for other 300-level courses in theory (Sociology 310, 312, 313, or 315). Both Sociology 302 and 306 are prerequisites for Sociology 400.

Most upper-level anthropology courses require either Anthropology 103 or 106 (except as noted in course descriptions).

Individualized Study

In response to varying needs, interests, and expertise of individual students and faculty members, the department provides means for students to pursue independent research and studies through individual tutorials, fieldwork, internships, and other opportunities to expand specialized interests. To receive credit for these projects, students confer with a particular faculty member in the department and register for Anthropology 450s or 470s or Sociology 450s or 470s. Students who want to be considered for the department's honors may register for either Anthropology 460 or Sociology 460 after being approved by the department. These students should consult with a department faculty member in their junior year.

Curricular Goals

The following courses fulfill various curricular goals:

- Multiple Inquiries/Social Sciences: Anthropology 103 and 106 and Sociology 101
- Integrative Thinking/Course Cluster: Anthropology 228 with Sociology 240, Anthropology 240 with Sociology 243, HS 211 with Sociology 239, and Sociology 239 with HS 212; all 200-level anthropology and sociology courses are cluster-friendly
- Integrative Thinking/Quantitative, Inductive, and Deductive Reasoning: Sociology 303
- Local and Global Citizenship/Cultural Diversity (Non-Western): Anthropology 103, 106, 215, 220, 223, 227, 228, 232, 234-237, 239, and 240 and Sociology 243
- Local and Global Citizenship/Cultural Diversity (Domestic or Conceptual): Anthropology 232 and 236 and Sociology 202, 209, 212, 217, and 240
- Local and Global Citizenship/Science, Technology, and Society: Sociology 204, 233, and 239

ANTHROPOLOGY

103 Introduction to Cultural Anthropology

Comparative study of social practices and cultural systems in various societies, using a series of case studies and topics dealing mainly with non-Western cultures or Western attempts to understand them. Course gives an overview of the history of cultural anthropology, major questions and theoretical debates, fieldwork and research methods, and the relevance of anthropology to the modern world. *No prerequisites.*

106 Introduction to Archaeology and Physical Anthropology

Study of how archaeologists and physical anthropologists reconstruct what people's lives were like in the past. Case studies from historical and ancient societies are used to examine how archaeology and physical anthropology contribute to anthropology's goal of understanding and comparing human behavior, religious beliefs, political structure, social organization, and economy. Course introduces the range of materials that archaeologists and physical anthropologists study (including burials, buildings, monumental art, trash, and texts) and important theoretical concepts and methods. *No prerequisites.*

205 Primate Behavior and Human Origins

Introduction to the anthropological study of human origins. Focus is on primatology (the study of monkeys and apes) and human paleontology (the study of the human and pre-human fossil record). Topics include different explanations for the evolution of humans from prehuman ancestors; current debates, such as the relationship between humans and Neanderthals; and the role of culture in human evolution. *Prerequisite:* Anthropology 103 or 106 or consent of the instructor.

215 Ethnographic Film: Theory and Practice

Survey and overview of the use of film in anthropological analysis and documentation. Study includes viewing and analysis of films, digital video production, and the making of short ethnographic films. Historical and contemporary trends in ethnographic filmmaking are explored as these relate to the concerns of anthropology, including technical limitations and ethical issues encountered by ethnographic filmmakers. *Prerequisite:* Anthropology 103 or 106, Film Studies 101, or consent of the instructor.

220 World Cultures Study of cultural patterns and social practices around the world, viewing them through the distinctive lens of cultural anthropology. Course looks at issues of culture contact, sociocultural change, and globalization of culture.

221 Language and Culture Introduction to the anthropological study of language and communicative behavior. Study compares human language with non-human primate communication and examines language acquisition among children, ethnographies of communication from around the world, and linguistic relativity. Analysis of sociolinguistics elucidates how communicative behavior varies within communities and nations according to age, gender, race, ethnicity, caste, and class. Inquiry explores how languages change over time and how people cope with linguistic difference during the contemporary era of globalization. *Prerequisite:* Anthropology 103 or 106.

223 Indigenous Peoples, the Environment, and the Global Economy Examination of the ways that indigenous peoples are integrated into the global economy and the international

environmental movement. Topics may include informal economies, transnational migration, off-shore factory production, eco-tourism, toxic dumping, and the effects of environmental degradation on non-Western societies.

Prerequisite: Anthropology 103 or 106.

227 Anthropology of Religion Study of theories of religion and aspects of religious systems in cross-cultural perspective. Course explores debates in anthropology regarding the definition of religion through ethnographic case studies of religious practices among indigenous peoples. Other central themes include the role of religious leaders and ritual practitioners, myth and ritual, politics and religion, gender and religion, religious movements, and the role of religion in sociocultural change. *Prerequisite:* Anthropology 103 or 106.

228 Cross-Cultural Perspectives on Gender and Sex Roles Examination of the social roles of women and men, the dynamics of sexual identity, and the ideologies of gender in various societies. Course explores broad theoretical issues (such as biological vs. cultural determinants; gender stratification and inequality; the effects of social, cultural, and economic variables), as well as a range of specific societal studies. *Prerequisite:* Anthropology 103 or 106.

232 Precolumbian Civilizations of Mesoamerica

Introduction to the organization and development of Native American civilizations in Mexico and Central America. Evidence from archaeological and ethnographic research, Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Olmec, Maya, and Aztecs. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. *Prerequisite:* Anthropology 103 or 106, Latin American Studies 140, or consent of the instructor. Cross-listed as Latin American Studies 232.

236 Precolumbian Civilizations of South America

Introduction to the organization and development of Native American civilizations in South America. Evidence from archaeological and ethnographic research, Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellec-

tual achievements of such groups as the Inka, Moche, and Chavin. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. *Prerequisite:* Anthropology 103 or 106, Latin American Studies 140, or consent of the instructor. Cross-listed as Latin American Studies 236.

239 Peoples and Cultures of Africa Study of contemporary African peoples and cultures based on anthropological readings, films, and novels. Course explores how global processes of colonialism, trade, and international development have influenced the lifestyles and social structures of different culture groups throughout the continent. Course examines, from an anthropological perspective, such contemporary topics as family life, gender and patriarchy, religion and the occult, ethnicity, migration, violence and war, child soldiers, youth crisis, environmental degradation, popular culture, informal economies, and emerging diseases. *Prerequisite:* Anthropology 103 or 106.

240 Peoples and Cultures of Southeast Asia and the Pacific Overview of people and culture of southeast Asia and the Pacific Islands from an anthropological perspective. Topics include prehistory, migration patterns, contemporary cultures, and processes of sociocultural change. Focus is on contemporary ethnographic writings that examine problems of gender, religion, rural and urban life, and the effects of globalization at the local level. Also considered are major themes explored by anthropologists working in the region and how these contribute to theory in anthropology. *Prerequisite:* Anthropology 103 or 106 or consent of the instructor.

250–270 Topics in Anthropology Exploration of a particular topic, chosen by a faculty member.

300 History of Anthropological Theory Analysis of the rise of anthropology and development of its major theoretical models. Study traces the precursors of anthropology, the emergence of the field of anthropology and its subdisciplines in the nineteenth century, the elaboration of the culture concept and fieldwork methods in the twentieth century, and recent trends in post-colonial anthropology. *Prerequisites:* Anthropology 103 and 106.

301 Social Life of Things Cross-cultural exploration of how members of various societies, past and present, invest objects with symbolic meanings as they produce, utilize, and exchange them in everyday life. Drawing primarily on non-Western case studies, study integrates perspectives from studies of material culture in fields such as economic anthropology, archaeology, and the anthropology of art. These resources illuminate the many ways that things acquire a kind of metaphorical life in association with the lives of people who use them. *Prerequisites:* Anthropology 103 or 106 and an additional anthropology course.

302 Human Rights through an Anthropological Lens Study of human rights examined cross-culturally. Focus is on gendered violence, violation of children's rights, genocide and ethnic persecution, refugees and exile, and disease and health care. Exploration covers linkages between non-Western peoples and transnational advocacy networks; media representation of indigenous peoples and human rights victims; processes of truth and reconciliation; and the fragility of domestic and national bonds in the face of human rights abuses. Topics are viewed primarily through the lens of cultural anthropology, with additional works by medical and forensic anthropologists. *Prerequisites:* Anthropology 103 or 106 and one additional anthropology course.

323 Field Methods in Cultural Anthropology Seminar on how anthropologists conduct ethnographic fieldwork. Study covers participant observation, semi-structured interviews, and other ethnographic methods and examines the ethics of these methods along with strategies for organizing and analyzing field notes. Analysis delves into the subjective challenges of working with communities different from one's own, exploring such issues as cultural relativism, poverty, political activism, and gender bias. *Prerequisites:* Anthropology 103 and one additional anthropology course.

400 Capstone Experience Intensive culminating research experience for anthropology majors. Seminar is designed around particular topics or debates, which provide unifying themes for students' research projects. Course guides students as they consolidate their understanding of the anthropological perspective. *Prerequisites:* Anthropology 103, 106, and 300; or consent of the instructor.

450s, 470s Individualized Study Independent study in fields of special interest outside the scope of regular course offerings. *Prerequisite:* Consent of faculty sponsor.

460 Research Course Individual investigation of a research topic in anthropology under the guidance of a faculty member. Topic must be approved by department. Project culminates in written and oral presentations of a formal honors thesis to the faculty. Students must submit a proposal a minimum of two weeks before the end of the semester preceding the proposed study. *Prerequisite:* Consent of department. Open to juniors and seniors only.

SOCIOLOGY

101 Introduction to Sociology Study of basic structures and dynamics of human societies, focusing on the development of principles and concepts used in sociological analysis and research. Topics include culture, socialization, social institutions, stratification, and social change. *No prerequisites.*

202 Wealth, Power, and Prestige Examination of distribution of valued resources and associated social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame. *Prerequisite:* Sociology 101.

203 Population Examination of the components of population composition (fertility, mortality, and migration) to understand how they interact to produce particular population structures and population growth rates. Course emphasizes the study of relationships between social and demographic variables, and the consequences of different population structures and population growth rates for societies as a whole and for various social groups. Special attention is given to the relationship between population dynamics and social change in the United States. *Prerequisite:* Sociology 101 or consent of the instructor.

204 Sociology of Mass Media and Popular Culture Analysis of broadcast and print media institutions. Perspectives include the "production of culture," cultural content analysis, socialization effects, and media coverage. Various popular culture genres, both mass and folk, are included, with special emphasis on music and film. *Prerequisite:* Sociology 101.

205 Sociology of Religion An exploration of the nature and organization of religion from a variety of sociological perspectives. Topics include secularization, civil religion, comparative religion (with an emphasis on China), church-sect differences, relationships with other institutions, social inequality, social change, and new religious movements. *Prerequisite:* Sociology 101 or Anthropology 103.

206 Sociology of the Family Analysis of the family as a social institution. Study takes a comparative and sociohistorical approach to the study of American families, with a particular focus on the interaction between family and economy. Topics include intrafamily relations, work-family links, and family policy. *Prerequisite:* Sociology 101.

207 Criminology Introduction to the sociological study of crime. Course begins with a discussion of criminal law and the extent of crime, then continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems, and victimology are also examined. *Prerequisite:* Sociology 101.

209 Race and Ethnic Relations Study of the diverse manifestations of race and ethnicity around the world, with particular focus on the American experience. Topics include immigration and assimilation, prejudice and discrimination, and the construction and reconstruction of ethnic and racial boundaries and identities. *Prerequisite:* Sociology 101.

212 Deviance, Diversity, and Difference Examination of the concept of deviance and exploration of various sociological theories and perspectives for viewing deviant phenomena. In-depth analysis of alcohol and drug use, variations in sexual behavior, pornography, violence, child abuse, and homelessness. *Prerequisite:* Sociology 101.

217 Gender Inequality Examination of patterns of gender stratification in American social structures. Course centers on how class, race, and gender influence the experiences of women and men in families and occupations. Topics include images of women in the media, construction of gender, and movements for change. *Prerequisite:* Sociology 101.

233 Science, Knowledge and the New Age

Exploration of science as a social institution. History and ideology of science as an objective method are examined, drawing from Merton, Kuhn and others. “Antiscience” and “New Science” perspectives include postmodernist, feminist, and New Age views. Parapsychology and other paranormal topics receive special attention as alternative knowledge systems. *Prerequisite:* Sociology 101 or Anthropology 103 or consent of the instructor.

239 Health, Medicine, and Society Analysis of social factors that influence health and illness and of health care as a social institution. Topics include the cultural construction of health and illness, the sick role, the effects of social inequality on health and illness, health occupations and professions, and the social organization of health care systems in various societies. *Prerequisite:* Sociology 101.

240 Sexualities Examination of how sexualities are socially constructed and controlled and how sexualities directly and indirectly shape our daily lives. Both a life-course perspective and a cross-cultural perspective are used to understand the fluidity of sexual identities (lesbian, straight, gay, and bisexual) throughout our lives and within different cultural contexts. Topics include categorization of sexualities, representations of sexualities, sexual identities, sex practices, sexual health and disease, commercial sex, and social control of sexualities. *Prerequisite:* Sociology 101 or consent of the instructor.

243 The Chinese Connection: Chinese Demographics from a Global Perspective

Examination of the relationship between China's political and socioeconomic changes and the Chinese diaspora over the past century. Study explores how the diaspora has been affected by China's changing global positions. North America and Singapore are used as case studies to examine the relationship of overseas Chinese people with China. *Prerequisite:* Sociology 101 or consent of the instructor.

262 Social Development of Latin America Study of Latin American societies focusing on the development of democracy and social movements. Analysis covers a variety of Latin American democratic and authoritarian

experiences, including both top-down and bottom-up approaches to the study of democracy. Cross-listed as Latin American Studies 262. *No prerequisites.*

267 Society and Politics in Latin America: A Case Study of the Dominican Republic

Study of the sociopolitical evolution of nineteenth- and twentieth-century Dominican Republic. Course examines the tension between dictatorship and democracy, changing economic patterns of Dominican life, and the influence of the U.S. military interventions of 1916–1924 and 1965–1967 on the modern Dominican state. Emphasis is on how the Dominican Republic mirrors contemporary Caribbean sociopolitical development. Cross-listed as Latin American Studies 267. *No prerequisites.*

302 Research Methods Introduction to the logic of social science research. Goal is to develop student's ability to review and evaluate critically social research findings and to prepare for planning and carrying out research. A variety of qualitative and quantitative designs is examined, including survey, experiment, participant observation, and ethnographic interviews. Issues such as sampling, measurement, causality, and validity are considered. *Prerequisite:* Sociology 101.

303 Data Analysis and Statistics Study of elementary quantitative data analysis, including logic, application, and interpretation of statistical techniques. Students carry out original quantitative research projects using SPSS. Includes laboratory. *Prerequisite:* C– or better in Sociology 302 or consent of the instructor.

306 Introduction to Sociological Theory

Exploration of the nature of sociological theory and major theoretical orientations (paradigms). Course examines the origins and creation of these paradigms in the nineteenth and early twentieth century—the period of “classical sociology” and their development, elaboration, and application in contemporary sociology. *Prerequisite:* Sociology 101.

310 Seminars in Sociological Theory Examination of a topic in sociology from a number of theoretical perspectives. Emphasis is on gaining an in-depth knowledge of the topic, while also learning how theoretical perspectives shape research and analysis. *Prerequisite:* Sociology 306 or consent of the instructor for nonmajors.

312 Theories of Social Change Application of sociological theories to understanding social change in the globalizing world. Focus is on social institutions and the transformations occurring in work, schools, and families. Inquiry considers the impact of gender, class, race, and position in the world economic system on the experience of change. Building on classical theories, the work of contemporary theorists, including Acker, Giddens, Wallerstein, Bourdieu, and Foucault, is examined. Consideration is also given to how groups may shape and direct change through social activism and movements. *Prerequisite:* Sociology 306 or consent of the instructor for nonmajors.

313 Theories of Politics and Society Analysis of the role of power in social and political institutions. Course examines the bases, distribution, and exercise of power in organizations, communities, and nations, as well as organized attempts to change existing power relationships. Theoretical perspectives include Marxism, Weberian theory, elitism and pluralism, resource mobilization, and new social movements theory. *Prerequisite:* Sociology 306 or consent of the instructor for nonmajors.

315 Theories of the Self Exploration of the nature of the self and how it is shaped by social experiences. Classical and contemporary explanations of the origins of self are examined as well as how individuals come to perceive themselves as gendered and sexual beings. Topics include symbolic interaction and psychoanalytic and postmodern theories. Emphasis is on the influence of the family, work, and relationships on emotions and cognitive structures. *Prerequisite:* Sociology 306 or consent of the instructor for nonmajors.

323 Field Methods in Social Research Seminar on conducting qualitative fieldwork. Topics include how theory informs research, ethical issues, and developing descriptive fieldnotes. Students carry out original research projects, using field methods such as participant observation and qualitative interviewing, and learn how to gather data, analyze results, and write research reports. *Prerequisite:* C- or better in Sociology 302.

331 Reinventing Latin American Societies Study of the changing role of the state in twentieth-century Latin America. Inquiry explores why Latin American states shifted from promoting national development to preparing the region

for globalization. Issues of social movements, political control, citizenship, and neoliberalism are examined in the context of widespread economic, social, and political structuring of Latin American societies. *Prerequisite:* Latin American Studies 140 or any other course with a focus on Latin America. Cross-listed as Latin American Studies 331.

400 Sociology Seminar Intensive culminating experience for sociology majors. Under the direction of a faculty member, students work to integrate their major and their understanding of the sociological perspective. *Prerequisites:* Sociology 302 and 306. *Strongly recommended:* The second 300-level course in theory and methods.

450s, 470s Individualized Study Independent study in fields of special interest, including internships, outside the scope of regular course offerings. Consent of faculty sponsor.

460 Research Course Individual investigation of a research topic in sociology in the student's special area of interest under the guidance of a faculty member. Topic must be approved by department. Project culminates in written and oral presentations of a formal honors thesis to the departmental faculty. Students must submit a proposal to the department a minimum of two weeks before the end of the semester preceding the proposed study. *Prerequisite:* Consent of department. Open to juniors and seniors only.

SPANISH

Professors Thompson and Burgess
Associate Professors Cushing-Daniels, Olinger, Rolón,
Viñuela (Chairperson), and Yager
Assistant Professors Valiela
Instructors Alvarez, Baeza, Elorriaga, Guzmán-
Zavola, Perez, and Sommers
Lecturer Flores-Ocampo, Marin, and Moore
Teaching Assistant Rodriguez Pérez

Overview

The ability to speak and understand a language other than one's own, and to have insight into the artistic and cultural heritage of other peoples of the world, is considered an integral part of a liberal arts education. The department, through a strong core of basic courses, gives students facility in the use of spoken and written Spanish and some knowledge of its literature and cultural history. The oral-aural method of modern language teaching is stressed in the classroom.

Advanced-level courses in literature and civilization are designed to give students an understanding and appreciation of the literature and cultures of the Hispanic peoples. Students are encouraged to study in a Spanish-speaking country, and opportunities are offered through study abroad programs with approved colleges and through cooperative agreements with the International University Studies in Seville, Spain; the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico; the Universal Language Institute in Cuernavaca, Mexico; and in Argentina (Buenos Aires or Mendoza). As a part of their study abroad experience, students participate in several orientation meetings at the College before leaving. Upon students' return, the Spanish Department provides a series of reintegration meetings. These pre- and post-travel sessions enhance students' experience.

Courses in the department provide sound preparation for graduate study, teaching, or careers in government, business, or social work. The department works cooperatively with the education department in the preparation of Spanish teachers. Since the largest minority group in the United States is Spanish speaking, the department feels that a knowledge of Spanish and an understanding of the Hispanic cultures is of increasing importance.

Requirements and Recommendations

Spanish majors can elect to concentrate their studies in one of two tracks: literature or linguistics. For both tracks, students must take a total of eleven courses, one of which may be taken in English (see list below). At least five of the eleven courses must be taken at Gettysburg College. For both tracks, the requirements are Spanish 301, two courses at the 310–320 level (one must concentrate on Latin America, one on Spain), a methods course in literature (345) or linguistics, three courses numbered 350 and above, the senior seminar, and two or three other electives at the 300 level.

Other courses for the major are elective and may include one of the following classes, which are taught in English: Anthropology 232, 237, or 250; Economics 214; First-Year Seminar 129 or 195; History 105, 261, 262, 264, or 361; any Latin American studies class; or Political Science 275.

Spanish majors must spend one semester

studying abroad in a program approved by the department. (Students with extensive previous experience living or studying abroad may petition the department to be exempted from this requirement.) Students in the teaching certification program must complete Spanish 330 or 331. All Spanish majors and minors are required to attend events sponsored by the Spanish Department. Requirements for a minor in Spanish include six courses at the 300 level. At least three of the six courses must be taken at Gettysburg College and must include Spanish 301. Students who demonstrate an exceptional command of the Spanish language may petition the department to be exempted from the 301 requirement. No courses taken S/U may be included. Minors who have completed a semester of study abroad and five courses at the 300 level and Spanish majors may elect to be interviewed by an ACTFL-certified evaluator and receive a letter attesting to their oral command of Spanish.

The Spanish Department also offers a combined major with Latin American studies. Course requirements for the Spanish component of the major are Spanish 301; two different sections of Spanish 320; three courses from the following: Spanish 307, 309, 351, 353, 354, 355, 376, or 379; and one capstone course, which can be from Latin American studies or Spanish. Students must spend one semester studying abroad in a program approved by the department. Students must have two advisors—one from Latin American studies and one from the Spanish Department.

Curricular Goals

Prior to their first registration at the College, all students receive preregistration materials that give detailed instructions on language placement and fulfillment of the second language requirement.

Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination given during the summer prior to students' first year at the College.

The second language requirement may be satisfied by successful completion of Spanish 202 or 204 or departmentally approved classes with a significant portion of the curriculum in Spanish. (Students may not repeat a course in the sequence from 101 or 103 through 202 or

204 after they have passed a subsequent, higher numbered course.) All Spanish literature and civilization courses satisfy the Multiple Inquiries requirement in the humanities; Spanish 303 and 331 satisfy these requirements in the social sciences.

Intermediate Program Abroad

Students may complete the second language requirement (third and/or fourth semesters) by studying for a semester in Seville, Spain, or in Cuernavaca, Mexico. Students must have a C average overall and in their Spanish classes to be admitted to the program. The intermediate program includes a two-credit course in Spanish language at the appropriate level and a two-credit course that integrates the study of Spanish or Mexican literature and civilization. A professor from the department leads students on an initial orientation tour of Spain or Mexico and teaches the literature/civilization class. Students live with families.

203–204 Courses in Spanish Language for Intermediate-Level Students in Seville, Spain, or Cuernavaca, Mexico Practice in oral and written expression, grammar review, readings, and discussions of Hispanic culture, with an emphasis on present-day language usage and contemporary Hispanic society. Offered every fall, alternating between Spain (2006) and Mexico (2005). For intermediate students studying in Cuernavaca, Mexico, or in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 253–254. One credit each.

253–254 Courses in Spanish Civilization and Literature for Intermediate-Level Students in Seville, Spain or Cuernavaca, Mexico Integrated approach to the study of Hispanic literature and civilization. Courses provide an overview of the evolution of Hispanic culture and examine the origins of the most representative values of Hispanic culture in art, literature, and contemporary life. Students visit museums and historical sites and attend artistic events. Offered every fall, alternating between Spain (2006) and Mexico (2005). For intermediate students studying in Cuernavaca, Mexico, or in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 203–204. One credit each.

Study Abroad

Advanced students who have completed Spanish 301 may study at the International University Studies in Seville, Spain; at the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico; or in the COPA programs in Argentina (Buenos Aires or Mendoza), all of which offer a wide variety of courses in Spanish, including literature, history, sociology, political science, management, and more. Students must have a C average overall and in the major. *See Study Abroad, Gettysburg in Spain (Advanced Program); and Gettysburg in Guadalajara, Mexico.*

101–102 Elementary Spanish Elements of understanding, speaking, reading, and writing Spanish. Enrollment limited to those who have never previously studied Spanish. Students cannot receive credit for both 101 and 103; 102 and 104.

103–104 Fundamental Spanish Fundamentals of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Placement Examination. Students cannot receive credit for both 101 and 103; 102 and 104.

201–202 Intermediate Spanish Practice in oral and written expression, grammar review, readings, and discussions of writing in Spanish. *Prerequisite:* Spanish 102 or 104 or consent of department.

300 Spanish Review and Practice Intensive practice in oral and written expression based on reading and discussions and accompanied by a review of important grammar points. *Prerequisites:* Spanish 202 and consent of the department. Designed for students who have completed Spanish 202 or equivalent, but whose standardized scores indicate that they need additional work before continuing in Spanish 301. Counts toward the minor, but not the major.

301 Spanish Composition and Conversation Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level. *Prerequisite:* Grade of C or better in Spanish 202, or consent of department. Grade of C or better is required to advance to higher levels of Spanish (except 305).

306 Language and Popular Culture: Spain

Exploration of a theme related to Iberian cultures. Study may be organized around an artistic or historical period, event, or genre with a variety of texts from both popular and high culture considered, such as film, television, music, visual arts, spoken word, periodicals, and literary texts. *Prerequisite:* Grade of C or better in Spanish 301. Several sections are offered each year. Counts toward the Spanish major or minor.

307 Language and Popular Culture: Latin America

Exploration of a theme related to Latin American culture. Study may be organized around a nationality, region, or an artistic or historical period or event. A variety of texts from both popular and high culture are studied, such as film, television, music, visual arts, spoken word, periodicals, and literary texts. *Prerequisite:* Grade of C or better in Spanish 301. Several sections are offered each year. Counts toward the Spanish major or minor or toward the combined Spanish/Latin American studies major.

309 Current Events in the Hispanic World

Advanced composition and conversation course based on current events in the Hispanic world, using articles from Hispanic periodicals and Spanish language news programs. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

310 Topics in Hispanic Literature: Peninsular

Study of a variety of authors, themes, genres, and movements, ranging from the twelfth century to the present. *Prerequisite:* Grade of C or better in Spanish 301. Several sections, each with a different subject, are offered every year.

320 Topics in Hispanic Literature: Latin America

Study of a variety of authors, themes, genres, and movements, ranging from the colonial period to the present. *Prerequisite:* Grade of C or better in Spanish 301. Several sections, each with a different subject, are offered every year. Counts toward the combined Spanish/Latin American studies major.

330 Spanish Phonology Introduction to Spanish phonetic and phonemic theory and analysis, applied to improve pronunciation skills. Study of variation in pronunciation in Spain and Latin America. Three lecture hours and one

laboratory. *Prerequisite:* At least one class beyond Spanish 301 (except 305) or approval of department. Offered alternate years.

331 Introduction to Spanish Linguistics

Introduction to linguistic theories, methods, and problems as applied to Spanish. Attention is also given to typical areas of investigation, such as Spanish dialectology, sociolinguistics, and bilingualism. *Prerequisite:* At least one class beyond Spanish 301 (except 305) or approval of department. Offered alternate years.

345 Introduction to Literary Analysis

Introduction to basic critical approaches to the reading of prose fiction, poetry, and drama. Through the careful study of works in each genre, students acquire a knowledge of analytical skills and critical terminology in Spanish. Offered annually. *Prerequisite:* Grade of C or better in Spanish 301 or consent of department.

351 Lyric Poetry Study of Spanish lyric poetry through the ages. Focus is on the interrelationship of form, content, and idea, noting major influences on the poetry of each period. Appreciation is considered a major goal, and much poetry is read orally and discussed. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

353 Introduction to Hispanic Cinema Study of Hispanic cinema from its inception, with emphasis on films made since the advent of revisionary cinema around 1960. Inquiry examines the development and renovation of cinematography, the relationship between cinema and other forms of artistic expression, and the historic development of Hispanic cinema. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

354 Nineteenth-Century Literature in Spain and Latin America

Study of nineteenth-century literature in Spain and Latin America, according to the cultural movements and transformations of this century. Readings include narratives, essays and poetry. Facilitates strategies for the interpretation of literature grounded on gender conflicts, creation of political contexts, and social change. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

355 Hispanic Theater Study of the drama of Spain

and Spanish America through the ages. Focus varies from semester to semester, based on such aspects as literary period, common theme, historical development, and dramatic theory. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

363 Literature of the Golden Age

Representative texts selected from different genres of sixteenth- and seventeenth-century Spanish literature. Readings and discussions focus on topics such as honor, gender relations, social class, religion, and notions of nationality and empire. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

367 Generation of '98 and Pre-Civil War

Literature Studies in the essay, poetry, prose fiction, and drama of the major writers of the late-nineteenth and early-twentieth centuries in Spain. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

368 Post-Civil War Literature of Spain

Study of major literary trends and works in Spain, beginning with the resurgence of Spanish literature in the 1940s and continuing to the present day. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

369 Cervantes Study of the masterpiece, *Don Quijote de la Mancha*, as well as some *Novelas ejemplares* and *entremeses* or one-act plays. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

376 Latin American Contemporary Prose

Emphasis on the novel of the "boom" in Latin America. Major writers such as Gabriel Garcia-Marquez, Carlos Fuentes, Julio Cortazar, Elena Poniatowska, Juan Rulfo, and Jorge Luis Borges are read. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

379 "Colonialism" and Latin America Study of the textual productions resulting from the initial centuries of conquest and colonization of Latin America. Readings and discussions include the study of European preconceptions and the impact they had on representation of Latin American "origins" in literature. Goals include the analysis of the varied discursive responses to the process of

colonization and how they pervade our current understanding of Latin America. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

400 Senior Seminar Directed and specialized studies in Spanish and Latin American literatures from the medieval period to the present. Course is taken by seniors during the final semester in order to complete their undergraduate work in Hispanic literatures. *Prerequisite:* Limited to seniors, except with permission of department. Offered every spring.

PORTUGUESE

101–102 Elementary Portuguese Elements of understanding, speaking, reading, and writing Portuguese. Study includes oral and written work, graded elementary reading, and use of audio-visual cultural materials and correlative drill in the language laboratory.

201–202 Intermediate Portuguese Practice in oral and written expression, grammar review, readings, and discussions of Portuguese writing. *Prerequisite:* Portuguese 102 or equivalent.

THEATRE ARTS

Associate Professors Hanson (Chairperson) and Russell
Visiting Assistant Professor Kauffman
Adjunct Assistant Professors Kellinger, Land, Muschamp, and Yaukey
Adjunct Instructor Walker
Professor Emeritus and Artist-in-Residence Schmidt

Overview

Courses in the theatre arts department are designed to train students to integrate theory and practice by learning about the development of a play from the page to the stage. Students learn about the history and literature of world theatre from earliest cultures to the present; they also are trained in studio courses to act, direct, and design. Through hands-on learning, they develop the ability to analyze, write, and speak clearly and incisively about theatre and also to become theatre practitioners through performing, directing, and designing and building sets for productions on our main stage and black box theatres. The study of theatre arts is excellent preparation for careers or graduate study in theatre, arts administration, teaching, law, and business.

A well-balanced program for a major in theatre

arts should include 1) knowledge of the history of the theatre from earliest cultures to the present, (2) training in and application of the various performance areas of theatre, (3) knowledge of the characteristics and development of the literary genre known as drama, and (4) the development of a play from the initial script to actual performance.

The theatre program also offers a minor in the field.

Major Requirements and Recommendations

Requirements for a major in theatre arts consist of eleven courses. Students must elect the specified number of courses from each of the following core categories:

- I. Theatre Arts 105 Introduction to Theatre
- II. Theatre History and Dramatic Literature (5 courses):
 - A. History: 203 and 204
 - B. Literature: 214 and either 329 or 331
 - C. Shakespeare: English 226, 365, or 366
- III. Studio (3 courses), with one course chosen from each of the following groups:
 - A. Design: 115, 116, 215, 255, 311, 355, or 381
 - B. Acting and Dance: 120, 163, 220, 222, 307, 320, or 377
 - C. Directing: 212, 282, or 382

Upper-level theatre arts studio courses may be designated as appropriate based on a student's prior experience.

- IV. Major Electives (2 courses): Two additional courses from the above curriculum or from the following theatre-related courses: IDS 241, 267 or 268; FYS theatre-related courses (e.g., FYS 185, 190, 112-2, or 119-2); Classics 264 or 266; English 303; French 332 or 342; German 335; or Spanish 353 or 355.

Minor Requirements and Recommendations

Requirements for a minor in theatre arts consist of six courses. Students must take the following core courses:

- I. Theatre Arts 105 Introduction to Theatre
- II. Theatre History and Dramatic Literature (2 courses):
 - A. History: 203 or 204
 - B. Literature: 214
- III. Studio (2 courses), with one course chosen from each of the following groups:
 - A. Theatre Arts 120, 163, 212, 307, or 377
 - B. Theatre Arts 115, 116, 215, 311, or 381

- IV. Minor Electives (1 course): One additional theatre course chosen from the majors curriculum above, including IDS 267 or 268 or FYS theatre-related courses (e.g., FYS 185, 190, 112-2, or 119-2). Note that the minor may include no more than two 100-level courses.

Curricular Goal

FYS 112-2 and 119-2 and Theatre Arts 105 Introduction to Theatre Arts fulfill the Multiple Inquiries goal in the arts.

105 Introduction to Theatre Arts Overview of theatre, including historical background, literary works, technical aspects, and performance techniques. The theatre of today is studied in relation to its predecessors and in terms of its modern forms in cinema and television. Students read texts and analyze methods used in bringing those works into production. Field trips offer opportunities to critique performances. Open to first- and second-year students only.

115 Theatre Production Investigation of historical and contemporary trends and practices essential for theatre production. Topics include theatre procedures and equipment necessary for the execution of scenery, properties, sound, and stage lighting. Course combines lecture and laboratory work and requires backstage participation in college productions.

116 Introduction to Costume Design Overview of the history of theatrical costumes with a look at fashion history as dictated by necessity, government, and religion. Study of costume design and construction with hands-on projects requires basic figure drawing skills and sewing skills. Examination covers basic processes of costume research, design, and construction as they fit into the total concept of a play production. General and specialty stage make-up is introduced. During required show crew hours, students work in the costume shop for the current main stage production.

120 Fundamentals of Acting Study of the theory and technique of the art of acting; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis is placed on the discipline and control of the body and the voice to best serve the actor. Improvisation is

employed. In addition, students are expected to perform in scenes for class analysis.

163 Introduction to Dance Overview of the history and development of modern dance, with emphasis on the such pioneers as Duncan, Denis-Shawn, Humphrey, Weidman, Hawkins, and Cunningham. Course develops an appreciation of dance as an art form. Emphasis is placed on the discipline and control of the body to best serve the dancer.

203, 204 History of the Theatre Survey of the theatre from the Greeks to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods. First semester covers Greek, Roman, Medieval, Elizabethan, Asian, and Italian Renaissance; second semester is devoted to French Neoclassical, the Restoration, and the eighteenth, nineteenth, and twentieth centuries.

212 Fundamentals of Directing Study of the theory and technique of the art of the director. Course explores how a play is selected, play analysis, tryouts and casting, and the purpose and technique of blocking, movement, and stage business. Particular attention is given to the preparation of the director's production promptbook and other written analysis. Students are required to direct scenes in class and a short play as part of the Laboratory Theatre Series.

214 Survey of Dramatic Literature Overview of dramatic literature from the Greeks to the present. Play structure is analyzed, and comparisons made between methods of executing plot, development of character, and theme. Includes plays from the Greek and Roman periods, medieval, Elizabethan, and seventeenth through twentieth centuries. Emphasis is placed on written analysis.

215 Fundamentals of Stage Design Basic theories and technique of design for the stage. The theory behind the design, and the interrelationship of scene design, lighting, costumes, and properties. How stage design interprets themes and moods of a play is studied, as well as identification of period and place. Course follows a lecture-discussion format and involves extensive studio work. Students analyze, create, and execute basic designs for the Laboratory Theatre Series, in association with students in Theatre Arts 212.

220 Advanced Acting Further study in the theory and techniques of the art of the actor, the analysis and interpretation of acting roles, and the building of characterization. Roles, both comic and tragic, from Contemporary Restoration, Elizabethan, Commedia dell'Arte, and Greek theatre are analyzed and performed. *Prerequisite:* Theatre Arts 120 and/or permission of the instructor.

222 Readers' Theatre, The Oral Interpretation of Literature Analytical and structural study of recognized prose, poetry, and dramatic selections that will facilitate individual rehearsal and performance of the literature. Readings incorporate the Readers Theatre format, with emphasis placed on developing an appreciation for the literary work as a complete aesthetic unit. Students are challenged to recognize their potential for speaking and reading before an audience. Class employs an ensemble approach and presents several public performances during the semester.

255 Advanced Stage Design Examination of historical and contemporary theories of scene, lighting, and costume design. Students consider design as the visual manifestation of a playwright's concepts. In addition to designing both a play for proscenium, arena, thrust, and profile stages and a period play for a period other than its own, students complete advanced designs in scene, lighting, and costumes, and create designs for the Laboratory Theatre Series in association with students in Theatre Arts 282. *Prerequisite:* Theatre Arts 215.

263 Dance Technique Studio work in ballet technique, modern technique, composition, and theatre movement.

IDS 267 Theatre and Religion Investigation of the theatre's role in various Western and non-Western religions. (For full description, see IDS 267.) *Prerequisite:* Permission of instructor.

IDS 268 The Arts, Environment, and Religions of Indonesia (See listing under Interdisciplinary Studies. Students live with families in Bali. Offered annually, mid-May to mid-June.)

282 Advanced Directing Further studies in the theory and technique in the art of the director. Students engage in directional analyses of plays representing different periods. Particular attention will be given to contemporary methods of presentation, with special emphasis

on arena and thrust staging. In addition to directing scenes in class, students direct scenes and a one-act play for public presentation, the latter as part of the Laboratory Theatre Series. *Prerequisites:* Theatre Arts 212 and/or permission of instructor.

307 Theatre Arts Practicum: Acting During a seven-week program, students rehearse and perform in two mainstage productions for children and families as part of the Gettysburg Theatre Festival (founded 1963). Students work alongside professional actors, administrators, and designers of the Festival and under professional direction. Commedia dell'Arte and other improvisational techniques are employed in the creation of each presentation. A study of the works represented on the mainstage, as well as discussion sessions and workshops with professional actors and directors are included in class work.

311 Theatre Arts Practicum: Technical During a seven-week period, students participate in the varied technical aspects of mounting two mainstage productions for children and families as part of the Gettysburg Theatre Festival (founded 1963). Hands-on experience is gained from the construction, painting and placement of sets, hanging and running of stage lights, and the construction and gathering of properties and costumes. A study of the technical and design aspects along with the cultural and aesthetic heritage of the works produced is integral to the course.

320 Problems in Acting Course for students who have demonstrated the skill and talent to undertake further studies in acting. Culminates in an independent study project. *Prerequisite:* Theatre Arts 120 and 220 and/or permission of instructor.

329 Twentieth-Century Drama Study of major dramatists from Ibsen to the present and of dramatic movements, such as realism, naturalism, and expressionism, as well as Theatre of the Absurd.

331 World Theatre Introductory overview of dramatic literature and stage practices of contemporary African, Asian, and Latin American theatre. Discussion covers post-colonial literature and theory, including the ways that indigenous theatrical practices were affected by colonial traditions. Focus is on the historical context of each work as well as on themes of national identity, liberation, and oppression.

355 Problems in Stage Design Course for students who have demonstrated the skill and talent to undertake further studies in design. Culminates in an independent study project. *Prerequisites:* Theatre Arts 215 and 255.

377 Theatre Arts Practicum: Acting (Advanced) For students who have demonstrated that their skills in performing before the public (both young and old) might be further developed. Students continue work begun in Theatre Arts 307; they are expected to produce mature and advanced work and undertake a broader range of roles and more complex ones. *Prerequisite:* Theatre Arts 307.

381 Theatre Arts Practicum: Technical (Advanced) For students who have demonstrated that their skills in the technical aspects of theatre might be further developed. Students continue work begun in Theatre Arts 311 and are expected to undertake more advanced assignments in set construction, stage lighting, costumes, and properties. *Prerequisite:* Theatre Arts 311.

382 Problems in Directing Course for students who have demonstrated the skill and talent to undertake further studies in directing. Culminates in an independent study project. *Prerequisites:* Theatre Arts 212 and 282.

Individualized Study Production of a major work, tutorial, or internship under supervision of a faculty member. Student must submit a written proposal to the department well in advance of registration. *Prerequisites:* Approval of department and directing faculty member.

SPEECH

101 Public Address Study of the basic principles of public address. Emphasis is placed on developing both a theoretical and practical understanding of oral communication through lecture and reading assignments, as well as through practice in preparing, organizing, delivering, and criticizing speeches in class.

201 Advanced Public Address Analysis of public address as an art form and as an important civilizing force in Western society. Students have the opportunity to apply concepts and strategies they have learned in Speech 101. *Prerequisite:* Speech 101.

VISUAL ARTS

Professor Paulson

Associate Professors Agard and Warwick (Chairperson)

Assistant Professors Else, Small, and Sun

Adjunct Assistant Professor Gebhart

Adjunct Instructors Blair and Winship

Slide Librarian Blair

Gallery Director Hutton

Overview

The visual arts department has the following major objectives: (1) to educate visual sensibilities, beyond routine responses, toward an awareness of our visual environment, as well as to the cognition of works of art as the living past; (2) to study the historical cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which gives a foundation for graduate or professional study that can lead to a career in high school or college teaching, to work as a graphic or industrial designer, or to a profession as a painter, sculptor, print maker, or photographer.

The department offers a flexible program of study in interrelated studio and art history courses, with potential majors in two areas, art history and studio art. The department encourages students from disciplines other than art to select from both types of courses.

Requirements and Recommendations

Students interested in a major or minor in art history or studio art should contact the visual arts department for a current check sheet. To complete a **major in art history** students are required to complete the following courses:

1) VAH 111, 112, 120, and 400, plus a minimum of five additional courses in art history. These courses must include at least one course in either the ancient or medieval fields, one in either the Renaissance or Baroque fields, one in either the nineteenth century or modern fields, and one in a non-Western field. Courses are selected in consultation with the adviser in order to meet projected needs and to construct a coherent program.

2) Two basic studio courses to foster an understanding of visual structure and studio processes.

Students intending to major in art history should take Art 111, 112, and 120 in the first year of college.

To complete a **major in studio art** students are required to take the following courses:

- 1) VAS 141, 145, and 146.
- 2) At least one course each in painting, print making, and sculpture.
- 3) Additional courses in at least two of the three disciplines listed in #2, photography, or ceramics.
- 4) Three courses in art theory and history: VAH 115 or 120, 318, and an art history elective.
- 5) Participation in the senior studio seminar and senior exhibition in the spring semester of the senior year.

Students intending to **major in studio art** are advised to take VAS 141, 145, 146 and VAH 120 in their first three semesters of college. It is recommended that students take VAH 318 in their junior year.

To complete a **minor in art history** students are required to take the following courses.

- 1) VAH 120.
- 2) Three art history and/or theory of art courses.
- 3) One 100-level studio course.
- 4) One 200-level studio course.

To complete a **minor in studio art** students are required to take the following courses.

- 1) Four studio courses.
- 2) VAH 115 or 120.
- 3) One art history elective.

Students minoring in either art history or studio art should note that no more than two 100-level courses are acceptable to fulfill the College's requirements for a minor. In addition, courses used to fulfill the art history major may not be used to fulfill the studio art minor, and courses used to fulfill the studio art major may not be used to fulfill the art history minor.

Curricular Goals

Certain courses in art history and studio art may be used to meet the Multiple Inquiries requirement in the arts, and some art history courses meet the cultural diversity requirement. For an updated list, please see the web page of the Registrar.

Special Facilities

A collection of approximately 45,000 color slides supports the teaching of art history and studio classes. The department also has video equipment and a growing library of tapes to support other teaching activities. We are also equipped with computers and appropriate software for computer-assisted design, as well as CD-ROM capacity, with a library of disks for student use. Regular trips to the museums of Washington, D.C., Baltimore, New York, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

The department has presses for relief, surface, and intaglio print making. For sculpture, it has both gas and electric welding equipment; air power tools for working in wood, stone, and plastic; kilns for ceramic arts; and a small foundry for bronze casting.

The 1,660-sq.-foot Schmucker Hall Art Gallery presents as many as nine different exhibitions each year. Included in the gallery calendar are works by professional artists, a faculty show, a student show, the senior art major show, and traveling exhibits, as well as selections from public and private collections.

HISTORY AND THEORY OF ART

111, 112 Ideas and Events Behind the Arts

Introductory study of the visual arts from prehistoric times to the nineteenth century. Course examines reasons for changes in the content, form, and function of two-dimensional and three-dimensional art. Exercises in visual analysis of individual works develop critical methods. *Prerequisite:* First-year or sophomore status or permission of instructor.

115 World Art Survey A general survey of world art from the Neolithic period to modern times. Course primarily covers painting, sculpture, and architecture from European and Asian cultural traditions. Within each period the arts are not only analyzed visually and stylistically, but also

examined in their cultural, social, and political contexts. Course cannot be used toward the art history major.

120 Theory of the Visual Arts Course gives a basic approach to visual experience by examining factors that relate to the making of art, functions of art, and viewer relationships with art, including methods of analysis. In addition to class lectures and discussions, hands-on sessions assist students in understanding the processes of making visual imagery. *Prerequisite:* First-year or sophomore status or permission of instructor.

131 Introduction to Asian Art A survey of the arts of Asia from the Neolithic period to modern times. Topics discussed include ancient civilization, Asian religion and art, and traditional China and Japan. Course primarily covers painting, sculpture, and architecture from several regions: India, China, Japan, and Southeast Asia. Course approaches the works of art as important in their own contexts and for what they reveal about their parent cultures.

201 Arts of Ancient Greece and Rome

Introductory survey of the art and architecture of ancient Greece and Rome, beginning with the Bronze Age in the Aegean to the reign of emperor Constantine. Study covers the history, culture, and social context of major works produced by these civilizations and analyzes developments in style, taste, and use of materials. *Recommended:* VAH 111 or 115.

202 Medieval Art Survey of the arts of the Middle Ages and their development from the Roman catacomb through the high Gothic cathedral. Analysis of art as a reflection of changing political and social conditions in Europe, with particular emphasis on liturgical arts in the Middle Ages. *Recommended:* VAH 111 or 201.

205 Arts of Northern Europe: A.D. 1350–1575

Analysis of artistic developments in Northern Europe from late Gothic times through the turbulent period of the Reformation. Works of Jan Van Eyck, Claus Sluter, Hieronymous Bosch, Hans Holbein, Albrecht Durer, and others are explored to discover ways in which social, political, and intellectual developments are mirrored in the art of that period. *Prerequisite:* Any 100-level art history course, VAH 201, or permission of instructor. Alternate years.

206 European Painting 1700–1900 Introduction to eighteenth-century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. *Prerequisite:* Any 100-level art history course, VAH 201, or permission of instructor. Offered alternate years.

210 Twentieth-Century European Painting Study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism are examined. *Recommended:* VAH 111, 112, or 120.

215 German Art from Middle Ages to Today (See description for Fall Semester in Cologne, Germany under Department of German.)

217 History of Modern Architecture Examination of the evolutionary forms of the built environment, beginning with the ascendancy of the machine aesthetic just prior to World War I and continuing through the “post-modernist” theories of the 1970–80s and the works of Graves, Gehry, and Isozaki in the 1990s. *Prerequisite:* VAH 111, VAH 112, or permission of instructor.

221 Eighteenth- and Nineteenth-Century Painting in the United States Survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America. Offered alternate years.

234 Arts of China An introduction to a world of visual and intellectual richness of Chinese art. Course provides a base for understanding how the Chinese have viewed themselves and the world through time and how this has been expressed in the visual arts. Various art forms are discussed chronologically. Within each period the arts are not only analyzed visually and stylistically, but also examined in their cultural, social, and political contexts.

235 Chinese Painting, Calligraphy, and Aesthetics A study of Chinese painting and calligraphy, art forms that have long held prestigious positions in Chinese art. Inquiry introduces artistic

practices created by both professional artists and scholar-painters. Focus is on painting, the history of collections, and theories on connoisseurship and aesthetics from the third century to modern times. The interplay between painting and poetry, philosophy and politics, is emphasized. Ink and brushworks are also analyzed and demonstrated in class.

303 Painting, Sculpture, and Architecture in the Italian Renaissance Survey of the art and architecture of the Italian Renaissance from the thirteenth to the beginning of the sixteenth century. Exploration covers the characteristics of this important historical period, traditionally defined as a time of “rebirth.” Class material introduces primary sources and biographies of prominent artists, including Michelangelo, Leonardo da Vinci, and Raphael, and covers the broader historical context of patronage, politics, and social customs. *Prerequisite:* VAH 111 or 201 or permission of instructor.

306 Michelangelo and the Age of Mannerism Seminar-style course on the late work of Michelangelo Buonarroti, including the Last Judgment, the San Lorenzo projects, and the later Pietàs, and his influence on art and architecture in sixteenth-century Italy. Study covers various aspects of his life and working conditions and explores the Age of Mannerism, the “stylish style,” and how artists such as Pontormo, Rosso Fiorentino, Bronzino, Cellini, and Vasari reinterpreted Michelangelo’s style and celebrated his achievements as part of their own legacy. Readings include Michelangelo’s poetry and biographies by Vasari and Cellini. *Prerequisite:* VAH 111 or 115, any 200-level art history course, or permission of the instructor.

307 Mannerist and Baroque Periods in European Art Study of painting, sculpture, and architecture in Europe, from the first decades after the Reformation through their transformation under the impact of the Counter Reformation. Artistic developments in Italy are discussed, as well as allied approaches in northern Europe and Spain. Works of some of the world’s best known artists are examined, including Bernini, Caravaggio, Rubens, Rembrandt, Vermeer, El Greco, Velasquez, and Poussin. *Prerequisite:* Art 201 or any 100-level art history course or permission of instructor. Offered alternate years.

312 Art After 1945 Critical examination of the art forms and issues that identify the current post-modern phase of twentieth-century art. Past and current usages of the terms “modern” and “avant-garde” are explored in the context of contemporary modes of visual expression, art criticism, communications technology, and cultural pluralism. *Prerequisite:* Any two courses in art history or theory or permission of the instructor.

322 Painting in the United States Since 1900 Survey of twentieth-century painting. Focus is on two basic themes: the changing social role of painting as America’s needs and self-image change, and the on-going eclectic process in which American painters extend and deepen their familiarity with world art.

400 Seminar Discussion of methods, approaches, and professional practices of art history alongside the development of individual research projects and the organization of an academic symposium. Topics for critical discussion include formalism, iconography, social history, feminism and gender, high and low culture, and challenges to the canon and postmodernism. Students define and carry out an advanced research topic, the results of which are to be written as a scholarly paper and delivered as a professional presentation with images in an Art History Symposium open to the public. *Prerequisite:* Senior art history majors only.

STUDIO ART

Purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop an ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

141 Introduction to Drawing Drawing from landscape, architecture, models, and controlled studio problems. Intended to promote coordination of the hand and the eye to achieve a degree of technical mastery over a variety of drawing tools. Emphasis is placed on line quality, techniques of shading, negative-positive relationships, figure-ground relationships, form, structure, and an awareness of the total field. *Prerequisite:* First-year students and sophomores only.

145 Basic Design (two dimensional) Introductory course to help students develop a capacity to think and work both conceptually and perceptually. Course provides a basic discipline with which to organize a variety of materials into structural and expressive form. *Prerequisite:* First-year students and sophomores only.

146 Basic Design (three dimensional) An introductory course extending the basic disciplines of 141 into the third dimension. Projects introduce materials such as clay, plaster, wood, and metal. Intent is to assist students in problem solving and organizing three-dimensional forms. *Prerequisite:* First-year students and sophomores only.

251 Introduction to Painting Development of a series of paintings according to a thematic image. Assigned problems are designed to introduce a variety of conceptual, procedural, and experimental possibilities. *Prerequisite:* VAS 141. *Recommended:* VAS 322.

252 Intermediate Painting Development of unique and experimental techniques, procedures, images, presentations, and textural applications. A series of paintings is developed; alternative concepts and methodology are discussed. Students are referred to works by artists who have related aesthetic interests. *Prerequisite:* VAS 251.

255 Introduction to Printmaking Creative process as conditioned and disciplined by intaglio techniques. Discussion of past and contemporary methods, and the study of original prints. *Prerequisite:* VAS 141 or 145.

256 Intermediate Printmaking Introductory course in experimental work, with a primary concentration on cameo techniques. Lithography and serigraphy are often introduced in alternate semesters. *Prerequisite:* VAS 255. *Recommended:* VAS 145.

261 Introduction to Sculpture Introduction to fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations are used to acquaint students with those aspects of sculptural history and theory relevant to studio projects. *Prerequisite:* VAS 141 or 146.

262 Intermediate Sculpture Program of studio projects (arranged by instructor and student) concerned with developing an individual approach to three-dimensional form, using fabrication and construction techniques involving a series of experiments in spatial organization. *Prerequisite:* VAS 261.

263 Introduction to Ceramics Introduction to earth (clay), the most basic of materials as a medium for personal three-dimensional expression. Material is approached in a utilitarian and sculptural way.

265 Introduction to Photography Introductory course with a concentration on camera usage, design theory, and darkroom techniques in the black-and-white creative process. Additional emphasis on origins, evolution, and relationship of the photographic image to contemporary materials and methods. *Prerequisite:* VAS 141 or 145.

267 Special Topics in Studio Focus on materials, techniques, and compositional parameters not systematically covered in the regular curriculum. Topics are chosen by individual studio faculty members, are variable, and may include cast metal sculpture, welded sculpture, calligraphy, computer graphics, color photography, figurative drawing, watercolour painting, assemblages, installations and earthworks. Not offered every year.

341 Advanced Drawing Emphasis on individual concepts as developed in a series of interrelated drawing problems, materials, and techniques. *Prerequisite:* VAS 141.

351 Advanced Painting Emphasis on advanced painting concepts and the development of individual student concerns in a series. *Prerequisites:* VAS 251 and 252.

355 Advanced Printmaking Experimental printmaking concentrating on personal development of one method and exploration. *Prerequisites:* VAS 255 and 256.

361 Advanced Sculpture Exploration of individual three-dimensional concerns, with concentration in one media and technique. *Prerequisites:* VAS 261 and 262.

401 Senior Portfolio Creation of a cohesive, individualized body of work for inclusion in the Senior Show, accompanied by portfolio

presentation and faculty review. Emphasis is placed on extending unique student interests and strengths in an exploration of media, imagery, and technique, which result in mature, high quality aesthetic conclusions. Students participate in all aspects of offering the public a provocative, thoughtful series of well-crafted work that is displayed professionally.

Prerequisites: Senior art studio majors only.

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his or her special interest, whether studio or history.

WOMEN'S STUDIES

Professors Richardson Viti (Coordinator) and Berg Associate Professors Armster, Potuchek, and Russell Assistant Professors Hansen and Lebon Adjunct Instructor Sellers

Overview

Women's studies is an interdisciplinary academic program which draws on feminist theory and the new scholarship on women to examine and analyze the roles, perspectives, and contributions of women. Through the consideration of women's history, present conditions, and future possibilities, students come to understand gender as a cultural experience. The women's studies curriculum emphasizes critical thinking, multiple perspectives, and the diversity of women's experiences. In women's studies courses, students learn a number of methods for examining and strategies for modifying the conditions that affect all of our lives.

Women's studies stresses cross-cultural perspectives and analysis. Through an array of interdisciplinary courses and disciplinary courses that focus on gender within particular disciplines, women's studies integrates women and feminist scholarship into all levels of the curriculum.

The Women's Studies Program is governed by the Women's Studies Program Advisory Council, whose members are drawn from faculty, administrators, staff, and students, and by the Women's Studies Academic Steering Committee.

Requirements and Recommendations

Major Requirements: Ten courses are required for the major in women's studies, and all majors are required to take the following courses:

- WS 120:** Introduction to Women's Studies
- WS 300:** Feminist Theories
- WS 320:** Practicum in Feminist Theory and Collective Action
- WS 400:** Senior Seminar

In addition, students must take at least one core or cross-listed course above the 100 level that focuses in depth on the diversity of women's experiences or on the ways that gender intersects with other forms of inequality. Of the remaining five courses, at least one must be a core or cross-listed course in the social sciences and at least one must be a core or cross-listed course in the arts or humanities. No more than two affiliated courses may be counted toward the requirements for the major.

Minor Requirements: Six courses are required. Minors are required to take Women's Studies 120, Women's Studies 300, and Women's Studies 400. One additional course must be from the list of core or cross-listed courses. The remaining two courses may be drawn from any of the following: (1) core courses, (2) cross-listed courses, (3) affiliated courses, and (4) approved courses of individualized study in women's studies.

Curricular Goals

The following courses fulfill various curricular goals:

- Multiple Inquiries/Humanities: Women's Studies 216, 220, 221, and 251
- Integrative Thinking/Interdisciplinary Courses: Women's Studies 120, 210, 216, 222, 226, 230, 231, and 251
- Local and Global Citizenship/Cultural Diversity (Non-Western): Women Studies 226, 230, and 231
- Local and Global Citizenship/Cultural Diversity (Domestic or Conceptual): Women's Studies 120, 210, 216, 220, 221, 222, and 226

CORE COURSES

120 Introduction to Women's Studies Study of perspectives, findings, and methodologies of new scholarship on women in various disciplines. Course introduces issues in feminist theory and examines the diversity of women's experiences,

structural positions in societies, and collective efforts for change. Taught by an interdisciplinary team of instructors.

210 Special Topics in Women's Studies Study of a topic not normally covered in depth in the regular curriculum of the Women's Studies Program. Offered irregularly.

216 Images of Women in Literature Examination of various ways women have been imagined in literature, with consideration of how and why images of women and men and of their relationships to one another change, and how these images affect us. Emphasis is placed on developing the critical power to imagine ourselves differently. Cross-listed as English 216.

217 Famous French Femmes Fatales Women today are attempting to demystify the feminine condition, for, as the late Simone de Beauvoir observed, the "mythe de la femme" is a male invention. Literary images of women have been a major focus of this investigation, and this course examines some famous French women, from the Princess of Cleves to Emma Bovary, and scrutinizes them from the perspective of feminist criticism.

220 The Pleasures of Looking: Women in Film Exploration of various images of women as constructed for the male and female spectator in both dominant and independent film. Traditional ways in which women have been represented in film are examined critically through the use of feminist theories. Study aims to examine how various feminist filmmakers challenge the traditional uses of the female voice in their own films. Films from other cultures than the U.S. are included.

221 Bridging the Borders: Latina and Latin American Women's Literature Study of selected works in English by Latin American women and Latina women from the U.S. Course explores both connective links and dividing lines of women's lives in the context of a common cultural heritage that has evolved into multiple variants as a result of geographical, historical, economic, ethnic, and racial factors. Cross-listed as Latin American Studies 222.

222 Women's Movements in the United States Study of women's activism and social movements organized primarily by women. Through the

study of a broad range of women's activism, the course places the development of U.S. feminism in its larger socio-historical context.

226 Feminism in Global Perspective Study of women's activism to improve their lives around the world. Course analyzes similarities and differences in the issues women activists address in different parts of the world, the theories they develop to analyze those issues, and the forms their activism takes. Course also considers the possibilities for a global women's movement and provides theoretical tools for analyzing modern feminisms in their global context.

230 Women and Development Analysis of the impact of changing development strategies on the lives of women in the Third World, especially in Latin America and the Caribbean, as well as a review of how women have responded to these strategies. Discussion covers how colonialism and later development policies have affected the status of women, and offers a critical examination of the goal of the integration of women in development. Differences of ethnicity/race, orientation, age, and class are taken into consideration.

231 Gender and Change in Africa and Afro-Latin America Exploration of the diversity of women's familial, political, economic, and social realities and experiences in West Africa and the African Diaspora in South America and the Caribbean. Particular attention is given to the processes by which indigenous West African gender and cultural patterns and their inherent power relations have shifted since pre-colonial times and across the Atlantic into the New World. Also examined are the concept of Diaspora and theories relative to processes of cultural change, resistance, and retentions, as well as the role gender plays in these processes.

251 Women and Nazism Examination of the effects of Nazism on women, primarily (but not exclusively) in Germany beginning in the 1920s and extending to postwar times. Focus is on women's perspectives as exhibited in historical and literary documentation. Offered every other year. Cross-listed as German 351.

300 Feminist Theories Exploration of various feminist theories about women—about their experiences, their representations, and

their relative positions in diverse societies. Contemporary and earlier works are discussed in order to evaluate and synthesize multiple approaches to feminist issues. *Prerequisite:* Women's Studies 120.

320 Practicum in Feminist Theory and Collective Action Examination of the relationship between feminist theory and collective action to improve societal conditions for women. Format combines seminar meetings with student internships in community organizations. Readings from feminist theory of organizations, collective action, and social policy are used as a basis for analysis of students' internship experiences. *Prerequisites:* Women's Studies 120 and one other core or cross-listed women's studies course, or permission of instructor.

400 Senior Seminar Examination of a topic from a variety of in-depth perspectives. Selected topic is broad enough to allow students to engage in projects of their own devising. Course serves as a bridge between the undergraduate experience and the world beyond Gettysburg College as students learn to put their feminism into action. *Prerequisites:* Women's Studies 120, 300, and one additional core or cross-listed women's studies course.

Cross-Listed Courses

(See appropriate departmental listings for descriptions of the following courses.)

Anthropology 228 Cross-Cultural Perspectives on Gender and Sex Roles

Asian Studies 222/322 Daughters of China

CWES 347 Women in Public: Gender and Cultural Transformation in the United States, 1840–1900

Economics 232 Gender Issues in Economics

English 120 Shakespeare's Sister: Women's Literature in English

English 330 Feminine/Feminist Aesthetics

English 334 Nineteenth-Century English Women Writers

English 403 Contemporary Women Writers

FYS 148 Women, Wildlife, and Water

FYS 196 "You've Come a Long Way, Baby": Milestones in the Lives of U.S. Women

History 245 Gender and the American Civil War

History 308 Women, Power, and Politics in Early Modern Europe

History 323 Gender in Modern Japan

ITAL 270 Objects of Desire/Desiring Subject:
A Survey of Italian Women Writers of the
Twentieth Century

Philosophy 218 Gender and Identity

Political Science 301 Gender and American
Politics

Political Science 382 Feminist Theory in
American Politics

Political Science 412 Women and the Political
Economy of Development

Psychology 400 Seminar on the Psychology of
Gender and Sexuality

Sociology 217 Gender Inequality

Affiliated Courses

Anthropology 240 Peoples and Cultures of
Southeast Asia and the Pacific

Asian Studies 238 Pre-Modern Japanese
Literature

Classics 121 Survey of Greek Civilization

Classics 264 Ancient Tragedy

Classics 266 Ancient Comedy

English 330 The Dream of the Artificial
Wo/Man

English 333 Victorian Aesthetics

French 345 Turmoil and Loss in Québécois
Literature by Women

Political Science 406 Politics of Poverty

Sociology 206 Sociology of Family

Spanish 351 Lyric Poetry

Gettyburg College has a long tradition of recognizing students for outstanding scholarship and achievement. These awards, made possible by the generous gifts of alumni and friends, are presented at a Fall Honors Program in October or a Spring Honors Convocation in May.

ENDOWED ANNUAL PRIZES AND AWARDS

Clair B., Mary E., and Constance Noerr Baker

Memorial Award: Established by Constance (Noerr) Baker '58 in memory of her father and mother, to be awarded to a female senior on the basis of proficiency in athletics, scholarship, and character.

Betty M. Barnes Memorial Award in Biology:

Established by Dr. & Mrs. Rodger W. Baier, to be awarded to a female senior with high academic ability preparing for a career in biology or medicine.

Baum Mathematical Prize: Created by Dr. Charles Baum (1874), to be given to the student showing the greatest proficiency in mathematics through his or her sophomore year.

John Edgar Baublitz Pi Lambda Sigma Awards:

Created by John Eberhardt Baublitz in honor of his father, John Edgar Baublitz '29, who was the first president of the Gamma Chapter of Pi Lambda Sigma. Awarded to a senior major in economics, a senior major in management, and a senior major in political science.

Anna Marie Budde Award: Established by Anna Marie Budde, instructor and assistant professor of voice, 1953–1972, to be given to the outstanding sophomore voice student.

Romeo M. Capozzi Athletic Training Room Award:

Created by Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, to be given to the student who has demonstrated the greatest degree of proficiency in athletic training room techniques.

Oscar W. Carlson Memorial Award: Created by the family of Oscar W. Carlson '21, to be given to a senior who demonstrates excellent academic achievement through his or her junior year in three or more courses in the Department of Religion, including two courses above the 100-level.

John M. Colestock Student Leadership Award:

Created by family and friends, to be given to the male senior whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Robert E. Curtis Award: Established by Margaret Curtis '52, George White, and the members of the Education Department, in honor of Robert E. Curtis, who served as a faculty member in the Department of Education from 1987–2000, to be presented to two qualified, worthy, and promising students, one in elementary and one in secondary education, who have distinguished themselves in student teaching.

Malcolm R. Dougherty Mathematical Award:

Established by the Columbian Cutlery Company, Reading, Pennsylvania, in memory of Malcolm R. Dougherty '42, to be awarded to the student who had the highest average in mathematics during his or her first year of college and who is working to earn part of his or her college expenses.

Margaret E. Fisher Memorial Scholarship Award:

Created by Dr. Nelson F. Fisher '18 in memory of his mother, to be awarded to a male student who excels in one or more varsity sports and who achieves the highest academic average among winners of varsity letters.

Lena S. Fortenbaugh Memorial Prize in German:

Established by the children of Lena S. Fortenbaugh and Robert Fortenbaugh '13, professor of history at the College from 1923–1959. Awarded to a senior with outstanding achievement in the study of German language and culture.

Holly Gabriel Memorial Award: Established by

friends and classmates of Holly Gabriel '78, to be awarded to a senior sociology major who demonstrates superior academic achievement, concern for the welfare of others, and the intent to continue this service beyond graduation.

Samuel Garver Greek Prize: Created by the Rev.

Austin S. Garver (1869) in memory of his father, to be awarded to the student who has made the greatest progress in Greek during the first year of college.

Samuel Garver Latin Prize: Created by the Rev.

Austin S. Garver (1869) in memory of his father, to be awarded to the student who has made the greatest progress in Latin during the first year of college.

Graeff English Prize: Established in 1866, to be awarded to a senior who demonstrates outstanding achievement in English.

David H. Greenlaw Memorial Prize: Created by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw '66, to be awarded to the student who has offered exceptional contributions to the College's theatre program.

Edwin T. Greninger Award in History: Established by Edwin T. Greninger '41, to be awarded on the basis of the quality of a student's paper written for any of the courses in the Department of History.

John Alfred Hamme Awards: Two awards, established by John Alfred Hamme '18, to be given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

Dr. Carl Arnold Hanson, President Emeritus, Leadership Award: Created by his wife, Anne Keet Hanson, friends and alumni, in honor of Dr. Carl Arnold Hanson, President of Gettysburg College from 1961 to 1977. Awarded to a student who has achieved at least a 3.0 average in his or her major through the middle of the junior year and has demonstrated significant leadership abilities in one or more areas of college life.

Henry W. A. Hanson Scholarship Award: Created by College alumni in honor of Henry W. A. Hanson, President of Gettysburg College from 1923 to 1952, in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation. Awarded to a senior who plans to enter graduate school in preparation for college teaching.

Harry C. and Catherine Noffsinger Hartzell Award: Created by James Hamilton Hartzell '24 in memory of his parents, to be awarded to the outstanding junior student in the Department of Sociology and Anthropology.

James Boyd Hartzell Memorial Award: Established by James Hamilton Hartzell '24 and his wife, Lucretia Irvine Boyd Hartzell, to be awarded to a junior student majoring in economics or in management for outstanding scholarship and promise in these fields.

James Hamilton and Lucretia Irvine Boyd Hartzell Award: Created by James Hamilton Hartzell '24 and his wife, to be awarded to a sophomore

student for outstanding scholarship and promise in the field of history.

Mildred H. Hartzell Prize: Created by Louise B. Hartzell, in memory of her sister, Mildred H. Hartzell '26, to be awarded to a student who shows high quality in more than scholarship; preference is given to a member of Alpha Phi Omega, the national service fraternity, or other organizations that may reflect similar quality and ideals.

Hassler Latin Prize: Established by Charles W. Hassler, to be awarded to the best Latin student in the junior class.

John A. Hauser Meritorious Prize in Business: Created by the family of John A. Hauser, to be awarded to an outstanding management major who has achieved excellence in both academic studies and campus leadership, while demonstrating good character and concern for high moral standards.

Grace C. Kenney Award: Created to honor Grace C. Kenney, an educator for 39 years at Gettysburg College, to be given to a junior or senior. First preference is given to a student who has participated in health sciences studies, as well as intramural and athletic programs, and who has demonstrated the highest academic accomplishments and leadership skills.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award: Given each year to a junior who has maintained high scholarship and who evidences outstanding ability and character. It is understood that the recipient will complete the senior year at Gettysburg College.

J. Andrew Marsh Memorial Awards: Awarded each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extracurricular.

Miller–Mara First-Year Student Prize in Physics: Created by alumni and friends in memory of George R. Miller '19 and Richard T. Mara '48, to be awarded to a sophomore for outstanding performance in physics as a first-year student.

Miller–Mara Senior Physics Prize: Created by alumni and friends in memory of George R. Miller '19 and Richard T. Mara '48, to be awarded to a senior for sustained outstanding performance in physics.

Franklin Moore Award: Established by friends of Mr. Moore, to be given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities, has contributed the most toward campus morale and the prestige of the College.

Samuel A. Mudd Psychology Award: Established by Paul M. Muchinsky '69 in honor of Samuel A. Mudd '57, professor of psychology, emeritus. Award is presented to a graduating senior psychology major who has demonstrated a high level of personal integrity and outstanding scholarship.

Muhlenberg First Year Student Prize: Created by Dr. Frederick A. Muhlenberg (1836), to be awarded to the first-year student taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize: Awarded to a male senior "for growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years and in the hope of future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award: Awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

J. Rogers Musselman Award: Established by Peter R. Musselman in memory of his father, J. Rogers Musselman, to be awarded to a student majoring in mathematics who is proficient in the study of mathematics during his or her third year of enrollment.

Nicholas Prize in Religion: Created by the Rev. Dr. J.C. Nicholas (1894), to be awarded to the senior who has done the best work in advanced courses in religion.

Dr. John W. Ostrom Composition Awards: Established by Dr. John W. Ostrom '26, to be awarded to the student who achieves excellence and demonstrates the greatest improvement in first-year composition (English 101) and to the student who achieves excellence and demonstrates the greatest improvement in advanced composition (English 201).

Dr. John W. Ostrom English Award: Created by Dr. John W. Ostrom '26, to be awarded to the student who has written the best expository essay for an upper level English course.

Vivian Wickey Otto Christian Service Award: Created by Vivian Wickey Otto '46 through the Woman's General League of Gettysburg College, to be given to a student at the end of his or her junior year who plans to enter full-time Christian service work.

Keith Pappas Memorial Award: Given as a memorial to Keith Pappas '74, an honors graduate who made an extraordinary contribution to the life of this College and its people. Awarded to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial Award: Established in honor of Jeffrey Pierce '71, to be awarded to a male senior who has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize: Created by John E. Haas in memory of his aunt, a lecturer at the College, to be awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Captain Michael D. Scotton (1982) Award: Established by David R. and Sally R. Scotton, parents of Michael D. Scotton, to be awarded to a junior who demonstrates a high degree of extracurricular activity and diligence in his or her academic work.

Senior Scholarship Prize: Established by the Class of 1996 and Mr. Robert Stockberger '33, to be presented annually to two rising seniors who best exemplify Gettysburg College through academics and service to the campus community. The Senior Scholarship Prize Fund is augmented with future senior class gifts.

Stine Chemistry Prize: Created by Dr. Charles M. A. Stine '01, to be awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Writing Prizes: Established by Earl Kresge Stock '19, to be awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship Prizes: Established by Samuel P. Weaver '04, to be awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Robert F. Zellner Music Education Award:

Established by faculty, alumni, and students of the Music Department to honor Robert Zellner's distinguished teaching career at Gettysburg College. The award is presented to a senior music education major who has demonstrated musical and academic excellence and a commitment to arts education.

Earl E. Ziegler Junior Mathematics Award: Created by Phi Delta Theta alumni, to be given in honor of Earl E. Ziegler, associate professor of mathematics at Gettysburg College from 1935-1968. Awarded to the mathematics major who has the highest average in mathematics through the junior year.

Earl E. Ziegler Senior Mathematics Award: Created by Earl E. Ziegler, associate professor of mathematics at Gettysburg College from 1935-1968, to be awarded to the mathematics major who has achieved the highest average in mathematics through the senior year.

Edwin and Leander M. Zimmerman Senior Prize: Awarded to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

John B. Zinn Chemistry Research Award: Created by Frances and John Zinn in honor of John B. Zinn '09, who was professor of chemistry at the College from 1924-1959. Awarded to the senior making the greatest contributions in his or her own research in chemistry and to the research activities of the Department of Chemistry.

UNENDOWED ANNUAL PRIZES AND AWARDS

Asian Studies Award: Presented to a senior who has done exemplary work in Asian Studies, as measured by completion of a senior thesis, grade point average in Asian Studies courses, and participation in Asian Studies co-curricular activities.

Award for Excellence in Theory and Practice in Women's Studies: Given to a senior in recognition of outstanding achievement in the study of feminist theory and in social service on behalf of women and children.

Charles W. Beachem Athletic Award: Created in memory of Charles W. Beachem '25, the first alumni secretary of the College, to be awarded to a male senior on the basis of character, scholarship, and athletic achievement.

C. E. and Mary G. Bilheimer Award: Given to the senior major in health sciences with the highest academic average.

Biochemistry/Molecular Biology Award: Established by the Departments of Biology and Chemistry, to be presented to a senior biochemistry/molecular biology major who has excelled in both course work and laboratory research.

Akiko Kobayashi Bowers Japanese Language Award: Presented to the student with the highest level of proficiency in the Japanese language through the 202 level as determined by grades and overall language proficiency in the areas of reading, writing, listening, and speaking.

Esther Brandt Chemistry or Biology Award: Created by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Esther Brandt, to be given to a junior or senior who has demonstrated academic excellence through the highest grade point average in the declared major of chemistry or biology.

Archie and Flo Butler English Award: Created by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Archie and Flo Butler, to be given to a junior or senior with a declared English major who has demonstrated academic excellence through the highest grade point average in English.

Miguel Cervantes Award in Spanish: Presented to a junior Spanish major or minor for academic excellence in Spanish, especially writing ability.

Anna Julia Cooper/ W.E.B. DuBois/ Cheikh Anta-Diop Award for Academic Excellence in Africana Studies: Given annually to an Africana studies minor who demonstrates an exemplary combination of significant scholarship, at least a 3.1 average in Africana studies, and service to the college and larger community.

Chan L. Coulter Philosophy Award: Established by the Department of Philosophy in honor of Chan L. Coulter, Professor of Philosophy from 1958-1995, to be presented to a student whose achievements in philosophy display excellence and creativity and exemplify the spirit of inquiry so essential to the examined life.

Sor Juana Inés de la Cruz Awards in Spanish: Presented to two senior Spanish majors for academic excellence in Spanish and outstanding involvement in Hispanic activities.

Delta Phi Alpha Prize: Awarded to the outstanding student for the year in the Department of German.

Anthony di Palma Memorial Award: Established by the family of Anthony di Palma '56, to be awarded to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

Dwight D. Eisenhower Society/R. M. Hoffman Family Memorial Prize in Economics: Created by the R. M. Hoffman Family Memorial Trust through the Dwight D. Eisenhower Society in memory of Gettysburg businessman R. M. Hoffman. Awarded to the student writing the best quantitative paper or project (with public policy implications) in economics.

Dwight D. Eisenhower Society/R. M. Hoffman Family Memorial Prize in Management: Created by the R. M. Hoffman Family Memorial Trust through the Dwight D. Eisenhower Society in memory of Gettysburg businessman R. M. Hoffman. Awarded to an outstanding senior in the management department.

Julius Eno Physics Prize: Created by Julius Eno Jr., to be awarded to the outstanding junior majoring in physics.

French Cultural Counselor's Award: Established by the cultural counselor of the French Embassy, to be awarded to a senior for outstanding achievement in French.

Gettysburg College Award in Athletics: Awarded to a female student who excels in one or more varsity sports and who achieves the highest academic average among winners of varsity letters.

Gettysburg College Award in History: Awarded to the female senior who has reached a high level of achievement in the field of history.

Gettysburg College Senior Prize: Awarded to a female senior who exemplifies commitment to community and concern for the welfare of others during the student's years at Gettysburg College and who shows promise of future accomplishment in support of community, state, and nation.

Gettysburg College Student Leadership Award: Awarded to a female senior whose enthusiasm, energy, and contributions in student affairs demonstrated outstanding leadership.

Lou Hammann Award in Interdisciplinary Study: Created in honor of Lou Hammann, Professor of Religion from 1956 to 1997, for his encouragement of interdisciplinary teaching and learning. Awarded to a senior who has done exemplary work in interdisciplinary studies as measured by completion of a senior thesis, grade point average in the individual major courses, and participation in interdisciplinary studies co-curricular activities.

Maria Leonard Senior Book Award: Created by the Gettysburg Chapter of Alpha Lambda Delta, the national academic honorary society for first-year students. Awarded to the graduating Alpha Lambda Delta member who has the highest grade point average through the first semester of the senior year.

Karl J. Mattson Service Award: Established by the Center for Public Service in honor of Karl J. Mattson, Director of the Center for Public Service from 1992–2001 and Chaplain of the College from 1977–1992, to be presented to a graduating senior who demonstrates compassion and a commitment to social justice by making significant contributions to the College and the larger community through service and advocacy.

Toni Morrison–Wole Soyinka Africana Studies Essay Award: Given annually to the student writing the best essay in Africana studies.

Pi Sigma Alpha Award: Established by the Nu Psi Chapter of Pi Sigma Alpha, the national political science honorary society, to be presented to the outstanding graduating senior in political science.

Psi Chi Junior Award: Awarded to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Emile O. Schmidt Award: Established by students, friends, audience members, and colleagues of Emile Schmidt, Professor of English and Theatre at Gettysburg College from 1962–1999. Award is presented each year to a theatre student for scholarly excellence and distinguished service to the Gettysburg College theatre program, as well as professional promise.

Sigma Alpha Iota College Honor Award: Created by Sigma Alpha Iota, an international music fraternity, to be awarded to a student in the

local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever the class standing.

Sigma Alpha Iota Scholastic Award: Awarded to the graduating senior who holds the highest academic average among music majors.

Dr. George W. Stoner Award: Awarded to a worthy male senior accepted by a recognized medical college.

Student Life Council Award: Awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Superior Scholarship in Computer Science Award: Awarded to an outstanding computer science major at the discretion of the faculty.

Wall Street Journal Student Achievement Award: Awarded to a senior in the Department of Economics who has shown outstanding academic achievement in the study of economics.

Women's Studies Service Award: An award for excellence in Women's Studies, given to a senior for outstanding service exemplifying feminist ideals.

Marion Zulauf Poetry Prize: Established at The Academy of American Poets by Sander Zulauf '68 in memory of his mother, to be awarded to the student who writes the winning entry in a poetry contest sponsored by the Department of English.

ENDOWED SCHOLARSHIPS (GRANTS-IN-AID)

Student Aid

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Though the College administers scholarships restricted to members of a particular sex, the discriminating effect of these awards has been eliminated in the overall administration of the financial aid program through use of other funds made available by the College.

George H. (1949) and Janet L. Allamong Scholarship Fund: Established by George H. Allamong and Janet L. Allamong, to be awarded to one or more worthy and promising students.

Frederic S. Almy Sr. Scholarship Fund: Created by the son of Mr Almy, in memory of "a man who did not have the opportunity to attend college,"

to be awarded to a deserving and financially needy student.

Ruth C. Apple Scholarship Fund: Established by members of the Apple family of Sunbury, Pennsylvania, to honor their mother. To be awarded to promising but needy students, with a preference to those from Snyder, Union, or Northumberland Counties in Pennsylvania, especially those with skills and aspirations in the performing arts.

Nelson P. Arigo '43 Scholarship Fund: Established by Henrietta Arigo in memory of her husband, Nelson P. Arigo.

Dean B. Arnold, Class of 1929 Endowed Scholarship: Awarded to one or more worthy and promising students in need of scholarship funds.

Dean B. Arnold Scholarship Fund: Established by Dean B. Arnold '29, to be awarded to a highly qualified scholar involved in extracurricular activities, with emphasis on academic excellence.

Richard A. Arms Scholarship Fund: Created by the Class of 1924 in memory of the chair of the mathematics department (1920–1963), to be awarded to a worthy student.

Gertrude and Albert Bachman and Albert E. Bachman '58 Endowed Scholarship: Awarded to one or more worthy and promising students, with preference given to students majoring in French, music (B.A.) or psychology.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: Established by the Woman's General League of Gettysburg College for a needy and deserving student in the music department.

William Balthaser (1925) Scholarship Fund: Created from a bequest by William Balthaser, to be awarded to needy and promising students.

The William K. Bane '38 Scholarship: Created by Walter A. Dubovick '38 in memory of his friend and classmate killed in WWII. Awarded to a first-year student and continued up to four years, if the recipient maintains a satisfactory grade point average. The scholarship can also be awarded to a sophomore, junior or senior.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: Established by Dr. Barnard, to be awarded to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

Rev. Sydney E. Bateman (1887) Scholarship Fund: Awarded to a needy ministerial student.

The Milton T. and Catherine K. Becker Family Endowed Scholarship Fund: Established in appreciation of the education of their son, Donald T. Becker '67, and grandchildren, Richard T. Becker '97 and Jasmin Becker '91, to be awarded to one or more worthy and promising students in need of scholarship funds.

Admiral William W. Behrens Jr. Scholarship Fund: Established by the family of Admiral William W. Behrens (Hon'74), to be awarded to one or more worthy and promising students entering the final year of undergraduate study and preparing for a career in public service.

Henry S. Belber II Scholarship Fund: Awarded to a first-year student and may be continued up to four years; preference is given to individuals who engage in extracurricular activities.

Belt Hess—Quay Scholarship Fund: Created by Effie E. Hess Belt (1898) in commemoration of several relatives. First preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. Giles and James B. Bender Scholarship Fund: Awarded on the basis of need and ability; preference is given to residents of Adams County, Pennsylvania, majoring in economics and/or management.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: Awarded to worthy students, preferably preministerial students.

Gareth "Lefty" Biser Endowed Scholarship: Established by friends in honor of "Lefty" Biser. Awarded to one or more worthy and promising students working towards a degree in health sciences.

Burton F. Blough Scholarship Fund: Established by a former trustee to aid needy and deserving students.

Jean Aument Bonebrake Presidential Scholarship Fund: Established by Roy Bonebrake (1928) in memory of his wife, to be awarded to promising and worthy students in need of scholarship aid; preference is given to students who possess exceptional academic abilities and outstanding promise.

Harry F. Borleis (1925) Scholarship Fund: Awarded to needy and deserving students.

John Z. Bowers, M.D. (1933) and Akiko K. Bowers (LHD 2003) Endowed Scholarship: Established by Dr. Akiko K. Bowers (LHD 2003). Awarded to worthy and promising students. Two-thirds are given to pre-med students who demonstrate academic excellence in pursuit of their studies. If no students meet those qualifications, the scholarship can be awarded to students majoring in biology, chemistry, physics, biochemistry, computer science, mathematics, psychology, environmental sciences, or other sciences that may be developed in the future. One-third is given to students in Japanese studies who demonstrate academic excellence.

Charles E. Bowman (1925) Scholarship Trust Fund: Awarded to needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: Established by Elsie Paul Boyle, to be awarded to a needy and worthy student, with preference given to a Lutheran from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: Created by alumni and friends of the College in honor of Henry T. Bream, professor of health and physical education, 1926–1969, to be awarded to a needy and deserving male scholar participating in extracurricular activities.

James H. (1960) and Mary Jane (1960) Brenneman Endowed Scholarship Fund: Established by James H. Brenneman, former member of the Board of the Trustees of the College, and his wife, Mary Jane, in honor of their daughter Kathleen (1984), and son Stephen (1987), to be awarded annually to needy and deserving students.

Lavern H. Brenneman (1936) Scholarship Fund: Established by Lavern H. Brenneman (1936), former chair of the Board of Trustees of the College, and his wife, Miriam, in honor of their son, James (1960); daughter-in-law, Mary Jane (1960); granddaughter, Kathleen (1984); and grandson, Stephen (1987). Awarded annually to needy and deserving students.

Randall Sammis Brush (1973) Memorial Scholarship Fund: Created by family and friends in memory of Randall Sammis Brush, to be awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: Created by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller, to be awarded to a

deserving student; preference is given to a student from Good Shepherd congregation.

H. Edgar (1924) and M. Helene Bush Scholarship: Awarded to deserving persons in need.

The William A. and Anne D. Cannell Endowed Scholarship: Awarded to one or more worthy and promising students.

Dr. Anthony G. Ciavarelli (1913) Scholarship Fund: Established by Dr. Anthony G. Ciavarelli, to be awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference is given to a student preparing for the medical profession.

Suzanne Elizabeth Clark Memorial Scholarship: Established in loving memory of Suzanne Elizabeth Clark '01, by her mother, Lynn Clark Rinkus; her brother and sister-in-law, Jeffrey and Jamie Clark; and her sister and brother-in-law, Laurie and Carmine Frumiento, with additional gifts from family and friends.

Class of 1903, George S. Rentz Memorial Fund: Created to support the College scholarship program.

Numerous classes have established scholarships to be awarded to a needy and deserving student. They are:

Class of 1913 Scholarship Fund

Class of 1915 Scholarship Fund

Class of 1916 Scholarship Fund

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund

Class of 1918 Scholarship Fund

Class of 1920 Scholarship Fund

Class of 1921 Scholarship Fund

Class of 1925 Scholarship Fund

Class of 1927 Scholarship Fund

Class of 1933 Scholarship Fund: Preference is given to students who, beyond academic and personal qualifications, are descendants of members of the Class of 1933.

Class of 1934 Scholarship Fund

Class of 1936 Scholarship Fund

Class of 1937 Scholarship Fund: Preference is given to students who intend to enter a field of service focused on developing greater

understanding between our nation and other parts of the world and majoring in political science, economics, or history.

Class of 1938 Scholarship Fund

Class of 1939 Scholarship Fund: Established in honor of past President Dr. Henry W. A. Hanson and former Dean Dr. Wilbur E. Tilberg.

Class of 1943 Scholarship Fund

Class of 1944 Scholarship Fund: Dedicated to classmates who lost their lives in World War II.

Class of 1945 Scholarship Fund

Class of 1949 Scholarship Fund: Established with contributions to the College in celebration of their 50th reunion in 1999.

Class of 1971 Scholarship Fund: Preference is given to students who exemplify the qualities of sincere scholarship, extracurricular interests, and commitment to community service.

Class of 1973 Endowed Scholarship: Awarded annually to a male and female on an equal basis according to the guidelines established by the Board of Trustees.

Class of 1974 Scholarship Fund: Awarded to one or more worthy and promising students.

Class of 1993 Scholarship Fund: Preference is given to a student from the Gettysburg area.

Class of 1994 Scholarship Fund: Established as a tribute to the life of Paul Leary, a classmate killed in the summer of 1993. Awarded to a current student who demonstrates financial need and self-initiative in meeting that need by working, preferably in a work-study program.

Class of 1995 Scholarship Fund: Preference is given to students participating in service-learning projects.

The Christopher J. Clifford '98 Scholarship Fund: Established by Mr. and Mrs. Joseph P. Clifford in loving memory of Christopher J. Clifford '98. Awarded to worthy and promising students, with preference given to qualified students who are members of Sigma Alpha Epsilon fraternity or residents of the Commonwealth of Pennsylvania.

The Marjorie E. and Raymond J. Coleman Endowed Scholarship Fund: Established by Jane L. Coleman, M.D., and Richard Whittington, M.D., in honor of Dr. Coleman's mother, Marjorie MacRitchie Coleman, and in memory of her

father, Raymond J. Coleman Jr., both members of the Class of 1949; awarded to an outstanding senior majoring in psychology.

Bill Cosby Scholarship: Established by the Trustees of Gettysburg College to honor Dr. Bill Cosby, the 1997 Gettysburg College Commencement speaker. Awarded with preference to students from the greater Philadelphia area or those with a particular interest in becoming teachers.

Christopher M. Cowan Scholarship Fund: Established by David J. Cowan and M. Deborah Larsen Cowan in loving memory of Christopher M. Cowan. To be awarded to one or more worthy and promising students with preference to students majoring in environmental studies.

Ernst M. and Agnes H. Cronlund Memorial Scholarship Fund: Established in memory of Ernst Magnus and Agnes Hoffsten Cronlund by their children Ernest and Shirley, Eleanor, Martin '29 and Rebecca, Raymond '33 and Lillian. Awarded to needy and promising students.

William C. and Helen H. Darrah Scholarship Fund: Established by the Department of Biology in honor of William C. and Helen H. Darrah, to be awarded to a promising student majoring in biology.

Frank L. Daugherty (1922) Scholarship: Established by Frank L. Daugherty, to be awarded to a deserving York County resident who would otherwise be unable to attend Gettysburg College. Recipient is selected by the College.

The Kermit H. (1932) and Mary B. Deardorff Endowed Scholarship Fund: Awarded to one or more promising students in need of scholarship funds. First preference is given to students from Adams County, PA.

Anita Conner Derry and Thomas James Faulkener Memorial Scholarship Fund: Created by Ellis Derry '39 and Peggy Derry, to be awarded to one or more worthy and promising students. First preference is given to the family or descendants of Anita Conner Derry or Thomas James Faulkener, then to students majoring in mathematics, computer science, or physical sciences.

W. K. Diehl (1886) Scholarship Fund: Created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., to be awarded to needy and deserving students.

Dr. M.D. Diner Memorial Scholarship Fund: Established by Jesse H. Diner '69, with his mother, Rosalie Diner, in memory of Dr. M.D. Diner. Awarded to students who are preparing for the dental profession or majoring in the sciences.

The Richelle Renza Dwight Endowed Memorial Scholarship Fund: Established by Richard A. Renza Sr. '67, in memory of his daughter, Richelle Renza Dwight '95, with additional gifts from family and friends; awarded to one or more worthy and promising students.

Daniel G. Ebbert Family Scholarship Fund: Awarded to a first-year student, and may be continued up to four years.

Chris Ebert (1965) Memorial Fund: Established in memory of Chris Ebert by his father and mother. Awarded annually to a needy student. First preference is given to a student pursuing a career in teaching or majoring in mathematics, and/or participating in extracurricular activities; second preference is given to a student studying for the ministry.

Charles L. "Dutch" Eby (1933) Scholarship Fund: Established by the family and friends of Charles L. Eby, to be awarded to needy students. Preference is given to students who, beyond academic and personal qualifications, are residents of south-central Pennsylvania and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Ehrhart Family Scholarship Fund: Established by Kenneth W. Ehrhart '46 in memory of his father, Rev. Kenneth Ehrhart '25 and in honor of those members of the Ehrhart family who attended Gettysburg College, Rev. Carl Ehrhart '47, Rev. Richard Ehrhart '46, Sidney Ehrhart '50, and David Ehrhart '62. Awarded to one or more worthy and promising students.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: Established by the J. C. Eisenhart Wall Paper Company, to be awarded to a deserving Lutheran preministerial student.

Dwight D. Eisenhower Scholarship Fund: Established by the Eisenhower Society in honor of the thirty-fourth President of the United States, a former resident of the community of Gettysburg and a friend and trustee of the College. Awarded to needy students who

exemplify superior qualities of honesty, integrity, and leadership. Additional monies have been contributed to the fund through the R. M. Hoffman Memorial Scholarship Fund.

Eisenhower Leadership Scholarship Fund: Awarded to class valedictorians and salutatorians, presidents of the student council, and other leaders.

Emigh Family Scholarship Endowment Fund: Established by Harry G. Emigh, Class of 1949. Awarded to one or more worthy and promising students; preference is given to students from Maryland.

Robert B. and Helen M. Esterly Scholarship Fund: Established from estate of Helen M. Esterly, awarded to qualified students with an interest in history, especially Civil War, or students preparing for the ordained ministry.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: Awarded to a worthy Lutheran preministerial student.

Lorraine N. and Walter A. Feldman Memorial Scholarship: Established by Dr. Arthur M. Feldman in memory of his parents, Lorraine N. and Walter A. Feldman; awarded to worthy students enrolled at Gettysburg College.

Annie C. Felty Scholarship Fund: Awarded to a needy and deserving student.

Alan S. Fischer (1929) Scholarship Fund: Established by Marian Fischer Hammer '30 and Robert H. Fischer '39 in honor of their brother; to be awarded to one or more worthy and promising students; preference is given to mathematics or computer science majors.

H. Keith Fischer Scholarship Fund: Awarded to one or more worthy and promising students; preference is given to premedical students or to social or natural sciences or mathematics majors.

H. Keith and Dorothy S. Fischer Scholarship Fund: Awarded to a first-year student, and may be continued up to four years. Preference is given to premedical students or students majoring in natural science.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: Awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Fourjay Foundation Scholarship Fund: Awarded to declared management majors or to students who express a high degree of interest in

management or related fields and demonstrate academic excellence, leadership, and need.

Donald D. Freedman, M.D. (1944) and Richard S. Freedman, D.V.M. (1973) Scholarship Fund: Awarded to a junior or senior, with preference given to students pursuing the study of medicine, dentistry, or veterinary medicine and participating in extracurricular activities.

David Garbacz (1964) Scholarship Fund: Established by Gerald G. Garbacz and his family, to be awarded to students who, beyond academic and personal qualifications, pursue a major in economics.

Dr. Daniel F. Garland (1888) Scholarship Fund: Awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: Created by Dr. and Mrs. Leo J. Gaver in memory of their son, to be awarded to a worthy student. Preference is given to a premedical student.

Gettysburg College Alumni Association Scholarship Fund: Formerly the Gettysburg College Alumni Loan Program of 1933. The Gettysburg College Alumni Association Scholarship Fund was established in 1984. Awarded annually; preference is given to sons or daughters of alumni in accordance with criteria established by Gettysburg College.

Lorna Gibb Scholarship Fund: Established by the Gibb Foundation in memory of the Foundation's founder, to be awarded to needy students who have demonstrated good academic ability, as well as a willingness to contribute to the Gettysburg College campus community in other ways.

W. Kent Gilbert III and Elizabeth C. Gilbert Endowed Scholarship: Established by W. Kent Gilbert III '41 and Elizabeth C. Gilbert '41. Awarded to student(s) preparing for the ordained ministry in the Evangelical Lutheran Church in America or its successor, demonstrating academic excellence, leadership, and need.

Millard E. Gladfelter (1925) Scholarship Fund: Established by Millard E. Gladfelter, to be awarded to first-year students and may be continued up to four years; preference is given to students from York County, Pennsylvania.

Anne M. and Philip H. Glatfelter III Memorial Scholarship Fund: Established by a grant from the Anne M. and Philip H. Glatfelter III Family Foundation in memory of the couple for whom the foundation is named.

William L. and Philip H. Glatfelter Memorial Scholarship: Established by Elizabeth G. Rosenmiller, to be awarded to a first-year student. May be continued up to four years.

Dr. and Mrs. James E. Glenn Scholarship Fund: Created by J. Donald Glenn '23 in memory of his parents, to be awarded to a worthy student preparing for the Christian ministry or the medical profession.

Bruce S. Gordon '68 Endowed Scholarship: Established by former Trustee Bruce S. Gordon '68, to be awarded, according to the guidelines established by the Board of Trustees, to one or more students from historically under-represented groups at Gettysburg College.

Gordon-Davis Linen Supply Company Scholarship Fund: Awarded to a deserving student.

Windom Cook Gramley (1904) Scholarship Fund: Established by Theresa M. Gramley in memory of Windom Cook Gramley, to be awarded to a worthy and promising student.

Grand Army of the Republic Living Memorial Scholarship Fund: Created by the Daughters of Union Veterans, to be awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Harry L. and Pauline M. Graybill Scholarship: Established from the estates of Harry L. '24 and Pauline M. Graybill; preference is given to students from York County, Pennsylvania.

Dr. H. Leonard Green Scholarship Fund: Established by the family and friends of Dr. H. Leonard Green, to be awarded to worthy and promising students. Preference is given to students majoring in religion or philosophy.

Norman M. and Eleanor H. Gross Scholarship: Established from the estates of Norman M. and Eleanor H. Gross, to be awarded to students of high scholastic standing.

Ida E. Grover Scholarship Fund: Awarded to a needy and deserving student.

Merle B. and Mary M. Hafer Scholarship Fund: Established by Merle B. Hafer, to be awarded to a deserving student, preferably one preparing for the Christian ministry.

Paul R. Haldeman '67 Endowed Scholarship Fund: Established by Paul R. Haldeman '67, to be awarded to worthy and promising students. Preference is given to individuals majoring in

management or economics and who express an interest in entrepreneurial studies.

John Alfred Hamme (1918) Scholarship Fund: Awarded to a deserving student.

Dr. Carl A. Hanson, President Emeritus, Gettysburg College, 1961–1977 Scholarship Fund: Established by Anne Keet Hanson, in honor of her husband, Dr. Carl A. Hanson.

Dr. C. Arnold Hanson and Anne Keet Hanson Scholarship Fund in American History: Established by Anne Keet Hanson in honor of Dr. Jean S. Holder, Dr. Leonard I. Holder, Dr. Gabor S. Boritt, and Elizabeth L. Boritt in recognition of their devotion and dedication to Gettysburg College. Preference shall be given to worthy and promising students who have demonstrated a scholarly interest and achievement in American history and specifically the Civil War.

Dr. C.A. Hanson and Anne Keet Hanson Endowed Scholarship for the Arts: Established by Anne Keet Hanson, awarded to worthy and promising students, with first preference given to students who major in art and/or music or the theatre arts.

Marie H. Harshman Scholarship Fund: Created by Marie H. Harshman, to be awarded to a Lutheran student preparing for the ministry. Preference is given to a student who intends to enroll at the Gettysburg Lutheran Seminary.

Henry M. Hartman Jr. (1938) and Audrey Harrison Hartman (1940) Scholarship Fund: Established by Henry M. Hartman Jr. as a memorial in honor of Audrey Harrison Hartman, to be awarded to a student majoring in chemistry or biochemistry.

Hartranft-Dean Scholarship Fund: Established by Mary Alice Hartranft-Dean, to be awarded to one or more worthy and promising students.

Adam and Martha Hazlett Scholarship Fund: Established by Mrs. Adam J. Hazlett, to be awarded to one or more worthy and promising students.

Robert W. Hemperly (1947) Memorial Scholarship Fund: Established in memory of Dr. Hemperly by Mr. and Mrs. G. M. Easley. Awarded to one or more needy students of high academic ability and outstanding personal qualifications; preference is given to a student preparing for a career in medicine or dentistry.

Herman-Chronister Endowed Family Scholarship Fund: Established by Karen Chronister Leader '73 in memory of Martha Herman

Chronister '38, awarded to one or more worthy and promising students.

Milton S. Hershey Scholarship Fund: Established by A. John Gabig (1957). Awarded to one or more students who are graduates of Milton Hershey School or Hershey High School, Hershey, PA, who show financial need and demonstrate good character and leadership qualities.

Harvey A. Hesser (1923) and Dorothy M. Hesser Scholarship Fund: Awarded to a needy and worthy student.

The Doreen H. and William C. Heyman '74 Endowed Scholarship: Established by William C. Heyman '74, to be awarded to one or more worthy and promising students.

Hicks Utterback Family Scholarship Fund: Established by Harry K. and Phyllis H. Utterback, to be awarded to a first-year student and may be continued up to four years.

Rev. Clinton F. Hildebrand Jr. (1920) and Mrs. Clinton F. Hildebrand Jr. Scholarship Fund: Awarded to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: Established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand, to be awarded to worthy students.

Pearl Hodgson Scholarship Fund: Established by the Woman's League of Gettysburg College in honor of Pearl Hodgson, to be awarded annually to needy and deserving students.

Dean W. Hollabaugh Scholarship: Awarded to one or more students who merit financial assistance.

Houtz Family Scholarship Fund: Established by Kenneth H. Houtz, to be awarded to a first-year student intending to major in the sciences; may be continued up to four years.

Harry Raymond and Kathryn Viola Hummel Endowed Scholarship: Established by R. Eugene Hummel '49, in honor of his parents; awarded to a worthy and promising student.

Arthur D. Hunger Sr., M.D. (1910) Scholarship Fund: Established by Arthur D. Hunger Jr. '39 and Josephine T. Hunger '40 in honor of Arthur D. Hunger Sr. Awarded to a junior or senior who demonstrates academic excellence and leadership and who is studying for a medical, dental, veterinary, or biological research profession.

The Jaeger Family Scholarship: Established by John F. Jaeger '65, to be awarded to one or more promising students in need of scholarship funds.

The John F. Jaeger '65 Scholarship Fund: Established by John F. Jaeger '65, to be awarded to one or more worthy and promising students who major in biology, biochemistry/molecular biology, chemistry, physics, environmental studies (science track), psychology, or health sciences (allied health sciences).

Herbert Jesser Scholarship Fund: Established by the estate of Herbert Jesser '40.

The Robert S. Jones Endowed Scholarship: Established by Robert S. Jones '65; awarded to students who demonstrate outstanding leadership through participation in campus activities, such as campus government, social organizations, and extracurricular activities.

Janet Smith Kain Endowed Memorial Scholarship Fund: Established by Eugene H. Kain '69 with his sister, Patricia A. Kain '67, along with other family members, in memory of their mother, Janet Smith Kain '41. Awarded to worthy and promising students.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: Created by Dr. Leslie M. (1890) and Nellie G. Kauffman, to be awarded to a deserving student. Preference is given to students from Franklin County, Pennsylvania, or preministerial or premedical students.

Spurgeon M. Keeny and Norman S. Wolf Scholarship Fund: Established by Dr. Spurgeon M. Keeny '14 and his son, Spurgeon M. Keeny Jr., in honor of the Reverend Norman S. Wolf. Awarded to one or more worthy students.

Hon. Hiram H. Keller (1901) Scholarship Fund: Created by Mr. Keller, a former trustee, to be awarded to needy and worthy students. Preference is given to students from Bucks County, Pennsylvania.

Grace C. Kenney Endowed Scholarship: Funded by Grace Kenney's friends and former students, to be awarded to a needy and deserving female student who participates in extracurricular activities.

Kershner Psychology Scholarship: Established from the estates of Alan M. Kershner '27 and his wife, Mary Kershner, to be awarded to students majoring in psychology. The scholarship honors

the memory of Mary Culp Kershner, Louise Kershner, Helen Swoope Kershner, and Elnathen Motter Kershner, the wife, sister, and parents, respectively, of the donor. Alan Motter Kershner, Class of 1927, is the grandson of the Rev. Jacob Brewer Kershner, Class of 1858.

Alvin Ray Kirschner Scholarship Fund: Established by Mr. and Mrs. C. J. Kirschner in memory of their son, who lost his life in World War I. Awarded to two students; preference is given to applicants from Hazleton, Pennsylvania, and vicinity.

Klette Scholarship Fund: Established by Dr. Immanuel Klette '39 and friends in honor of Mrs. Margaret Klette, to be awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

Kathleen M. and Samuel W. Knisely (1947) Scholarship Fund: Established by Dr. and Mrs. Samuel W. Knisely, to be awarded to students majoring in, or intending to major in, biology or chemistry who show promise for contributions to their chosen field of study.

Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: Created by John McCullough '18 in memory of his classmate, to be awarded to an outstanding senior ministerial student with financial need.

Charles L. Kopp (1909) Scholarship Fund: Created by Grace Shatzer Kopp, to be awarded to one or more worthy and promising students majoring in the humanities.

Harry V. and Helen A. Krug Endowed Scholarship: Established from the estate of Harry V. Krug '31; to be awarded to a worthy and promising preministerial student.

Bernard S. Lawyer (1912) Scholarship Fund: Awarded to needy and deserving students. First preference is given to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland; second preference is given to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elfie Leatherman Scholarship Fund: Established by the Leathermans, to be awarded to a deserving preministerial student.

The Legros-Mastovich Family Memorial Scholarship Fund: Established by John T. Mastovich '79, with Joseph Shaffer, Judith Shaffer-Aarabi, Martin

Mastovich, and Denise Mastovich-Whitford, in loving memory of their parents, Thomas Mastovich and Virginia Deschamps-Mastovich; to be awarded to worthy and promising students.

Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: Established by Ruth Evangeline Lemcke in memory of her father, to be awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Bruce and Lynda Limpert Endowed Scholarship: Awarded to one or more worthy and promising students.

Rev. Justus H. Liesmann (1930) and Mardelle Tipton Liesmann (1932) Scholarship Fund: Established by Mrs. Mardelle Liesmann, to be awarded to a first-year student and may be continued up to four years.

Frank M. Long (1936) Memorial Scholarship Fund: Created in memory of Frank M. Long, to be awarded to worthy students.

Kenneth C. Lundeen (1966) Scholarship Fund: Established by James and Diana Topper in honor of Kenneth Lundeen, to be awarded to one or more deserving and promising students who may be in a prelaw curriculum.

The Lutheran Brotherhood Fund for Lutheran Students: Established by The Lutheran Brotherhood, to be awarded to one or more worthy and promising Lutheran students who demonstrate financial need.

William and Marilyn MacCartney Family Endowed Scholarship: Established by Michael Alan Berk and Kerry MacCartney Berk in tribute of Kerry M. Berk's parents' lifelong encouragement of scholarship, initiative and leadership. Awarded to one or more worthy and promising students.

MacPherson Scholarship: Established by the Foundation, to be awarded to residents of Adams County, Pennsylvania, or Carroll County, Maryland.

James Eugene '16 and Ralph '22 Mahaffie Scholarship Fund: Created by Ralph Mahaffie '22 in honor of his brother James Eugene Mahaffie '16, to be awarded to worthy and promising students.

Francis E. and Wilda P. Malcolm Family Scholarship Fund: Established by Ann B. Malcolm '71, to be awarded to a first-year student and may be continued up to four years.

Charles H. May (1904) Scholarship Fund: Created by Mr. May, to be awarded to deserving male students from York County, Pennsylvania.

Charles B. McCollough Jr. Memorial Scholarship Fund: Created by Charles B. McCollough '16 and Florence McCollough in memory of their son, and by H. R. Earhart in memory of his grandnephew. Awarded to one or more worthy male students.

Robert McCoy Scholarship Fund: Established by the family and friends of Robert McCoy, to be awarded to one or more worthy and promising students.

William R. McElhiney (1936) Scholarship Fund: Created by William R. and Pauline McElhiney, to be awarded to needy and deserving students who demonstrate an interest in the College band and choir.

Michael J. McTighe Memorial Scholarship Fund: Established by his wife, Carolyn L. Carter, family members and friends, to be awarded to a first-year student. Preference is given to first-generation college students and/or students whose enrollment at Gettysburg College would increase the racial and ethnic diversity of the student population.

Dorothy Rudolph Mechling and Allen Fred Mechling Scholarship: Established from the estate of Dorothy Rudolph Mechling '44, awarded annually to "worthy and promising students" who have graduated from high school within the top ten percent of their class. One award is designated for a premedical student, another for a pre-ministerial student, and three for any other major in the liberal arts.

Dr. John E. Meisenhelder (1897) Scholarship Fund: Established by Dr. Meisenhelder, to be awarded to a deserving student.

Jane S. Melber (1983) Memorial Scholarship Fund: Established by Theodore W. and Lucile M. Melber in memory of their daughter, to be awarded to worthy and promising students for the study of music in Great Britain.

Forrest L. Mercer (1908) Scholarship Fund: Created by Forrest L. Mercer, to be awarded to a deserving and needy student.

Carl F. and Dorothy Miller Scholarship Fund: Established by the Carl F. and Dorothy Miller Foundation, to be awarded to a student pursuing accounting or a science-related course of study.

J. Elsie Miller (1905) Scholarship Fund: Created by Mr. Miller, to be awarded to a preministerial student.

Robert H. Miller (1938) and Paul D. Miller (1940) Brazilian Scholarship Fund: Awarded to one or more needy and worthy students. First reference is given to a student wishing to study in Brazil for a semester or a year; second preference is given to a Brazilian student entering as a first-year student, who graduated from either the Escola Americana, Rio de Janeiro, the Escola Graduada de Sao Paulo, or Pan American Christian Academy.

Miller-Dewey Scholarship Fund: Created by the Rev. Adam B. Miller (1873), to be awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: Established by Mary Willing Miller, to be awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

Louis R. Mizell and Clare S. Mizell Scholarship Fund: Established by Louis R. Mizell '38 and Clare S. Mizell, to be awarded annually to worthy and promising students. Preference is given to deserving students who come from Montgomery County, Maryland, and/or who participate in extracurricular activities..

M. Scott and Margaret A. Moorhead Scholarship Fund: Awarded to a student with a strong interest in music; preference is given to a student with interest to continue piano or organ instruction.

Anna Jane Moyer Scholarship Fund: Established by Anne Keet Hanson in memory of her husband, Dr. C.A. Hanson, President Emeritus, to honor Anna Jane Moyer, retired librarian, and the library staff, awarded to worthy and promising senior students who have maintained at least a 3.0 average in their major after their junior year and who have demonstrated an interest and ability in conducting scholarly research.

Charles D. Moyer (1957) Scholarship Fund: The income from a fund contributed by Charles D. Moyer, his family, and friends is awarded to worthy and promising students in need of scholarship aid. Preference is given to students who can contribute to the ethnic and intercultural environment of the College.

John E. Mumper (1930) Memorial Scholarship Fund: Awarded to a needy and worthy first-year student, and may be continued up to four years.

Andrew Lee Muns Memorial Scholarship: Established by Dr. Mary Lou Taylor, Mr. Frank Muns, and Mr. Thomas A. Muns, in loving memory of their brother, Andrew Lee Muns, a 1965 graduate of Gettysburg College. Preference is given to students majoring in chemistry, biology, biochemistry/molecular biology, or related sciences.

Musselman Scholarship Fund: Established by the Musselman Foundation, to be awarded to a deserving student; preference is given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

Arthur B. Myers and Marion V. Myers Scholarship Fund: Awarded to needy and deserving students of good moral character.

Albert C. and Linda Neumann Endowment Fund: Established by Albert C. Neumann '64, to be awarded to one or more worthy and promising students. Preference is given to students with an interest in pursuing a career in the health sciences.

John Spangler Nicholas (1916) Scholarship Fund: Created by John Spangler Nicholas, to be awarded to a member of the junior or senior class of sterling character and high intellectual ability in the field of biology, preferably zoology.

Henry B. Nightingale (1917) Scholarship Fund: Awarded to worthy students who have successfully completed their first two years at the College.

Patrick F. Noonan (1965) Scholarship Fund: Established by Patrick and Nancy Noonan, to be awarded to one or more needy and worthy students. Preference is given to the student or students who are majoring in management and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Charlotte L. Noss Scholarship Fund: Established by Charlotte Noss, to be awarded to a needy and deserving woman student from York County, Pennsylvania.

Edward J. Nowicki Jr. (1935) and Christine M. Nowicki Scholarship Fund: Awarded to one or more worthy and promising students.

John P. O'Leary Jr. (1969) and Pamela O'Leary (1969) Scholarship Fund: Awarded to a worthy and promising student.

Paul F. Olinger (1922) and Anna E. Olinger Scholarship Fund: Created by Gertrude Olinger, to be awarded to one or more needy and worthy students. Preference is given to students interested in the ministerial or teaching professions.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: Created by Ida R. Gray in memory of her daughter and son-in-law, to be awarded to a deserving student; preference is given to a Lutheran applicant from Waynesboro, Pennsylvania.

One in Mission Scholarship Fund: Established by the One in Mission Campaign of the Evangelical Lutheran Church in America, to be awarded to worthy and deserving students; preference is given to students who are Lutheran.

Lovina Openlander Scholarship Fund: Awarded to needy and deserving students.

The John K. Orr Endowed Scholarship: Established by John K. Orr '70. Awarded to one or more worthy and promising students in need, with preference given to students with special needs.

Robert A. Ortenzio '79 Scholarship Fund: Established by Robert A. Ortenzio '79, preference is given to worthy students who have demonstrated excellence and leadership in one or more extracurricular activities.

Thomas O. Oyler Scholarship Fund: Created by Thomas O. Oyler Sr., and his wife, Janet B. Oyler, in honor of their children, Thomas O. Oyler Jr., Jane A. Oyler, Jerome P. Oyler, William J. Oyler '77, and Susan T. Oyler '85, to be awarded to a deserving Pennsylvania student whose major is management or German, with elective courses in the other field of study.

C. Eugene Painter Scholarship Fund: Established by C. Eugene Painter '33, to be awarded to one or more worthy and promising students; preference is given to students majoring in chemistry.

Steven E. Parker '73 Endowed Scholarship: Awarded to one or more worthy and promising students.

Lillian M. and William H. Patrick Jr. (1916) Scholarship Fund: Created by William H. Patrick Jr., to be awarded on a competitive basis to students with musical ability, who demonstrate financial need.

C. Gloria Paul Scholarship Fund: Awarded to graduates of Weatherly Area High School who have financial need.

The Mary A. and Rufus D. Paul Endowed Scholarship Fund: Established by Dr. Ronald L. Paul '59 and Jane N. H. Paul, including gifts in memory of Dr. Paul's parents, Mary A. Paul and Rufus D. Paul. Awarded to an entering first-year student and continued up to four years, if the recipient maintains a satisfactory grade point average and satisfactorily progresses toward a baccalaureate degree.

Willard S. Paul Scholarship Fund: Established by friends of the College on the occasion of President Paul's retirement. Awarded to a deserving student.

Martin L. Peters (1913) and Martin F. Peters (1937) Scholarship Fund: Created by Martin F. Peters, to be awarded to one or more worthy and promising students.

James D. Pickering and Charles H. Glatfelter Endowed Scholarship Fund: Established by Anne Keet Hanson in memory of her husband, Dr. C.A. Hanson, President Emeritus, to honor Dr. James D. Pickering and Dr. Charles H. Glatfelter, distinguished professors and former Deans of the Faculty during Dr. Hanson's tenure as President. Preference shall be given to worthy and promising junior or senior students majoring in history or English who have maintained at least a 3.0 average after their sophomore year.

Earl G. Ports (1923) Scholarship Fund: Established by Horace G. Ports (1925) in memory of his brother, to be awarded to a worthy student, preferably in the field of physics.

Dr. and Mrs. William F. Railing Endowed Scholarship Fund: Established by Dr. and Mrs. William F. Railing, the scholarship will be given to a rising senior economics major of high academic achievement, in need of scholarship funds, who has made positive contributions to the College community and/or the Gettysburg community.

Dr. and Mrs. Carl C. Rasmussen Scholarship Fund: Created by the Reverend Carl C. '12 and Alma I. Rasmussen, to be awarded to a deserving student. Preference is given to a student preparing for the ministry in the Lutheran Church.

David W. Raymond (1967) Endowed Scholarship: Awarded to one or more worthy and promising students. Preference given to students who

express an interest in attending law school or are majoring in history, political science, economics, management, English, sociology, or psychology.

Rev. Clay E. Rice (1911) Scholarship Fund: Established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, to be awarded to a student preparing for the ministry.

John S. and Luéne Rice Scholarship Fund: Established by Ellen F. and Luéne Rice, to be awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

James A. Rider Scholarship Fund: Established by James A. Rider, to be awarded to worthy and deserving students in financial need. First preference is given to dependents of active employees of Thermos Industries, Inc., of Raleigh, North Carolina; second preference is given to students who compete in extra-curricular activities; and third, to students who may be orphans.

Steven P. Riggs Music Scholarship Fund: Established by Patricia C. Chamberlain, to be awarded to one or more worthy and promising students, preferably members of the Gettysburg College Choir.

Clarence B. Rogers Jr. Endowed Scholarship Fund: Established by the Equifax Foundation to honor Clarence B. "Jack" Rogers Jr. '51 for his years of leadership at Equifax. Awarded to one or more worthy and promising students who exhibit high motivation and excellent academic achievement and who qualify for Presidential Scholarships based on merit. Preference is given to students with demonstrated interest in public service.

The Carlene and Randolph Rose '73 Endowed Scholarship Fund: Awarded to one or more worthy and promising students.

Lawrence E. Rost (1917) Scholarship Fund: Established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, to be awarded to deserving students. First preference is given to descendants of Charles A. Rost, Red Lion, York County, Pennsylvania.

Philip P. Rudhart Scholarship Fund: Created by Emma Bennix in memory of her brother, to be awarded to deserving male students.

Rudisill Scholarship: Established through the estate of Stephen C. Rudisill in memory of his father, Henry Donald Rudisill '28, and his

uncles, Ralph Edward Rudisill '10, Andrew Earl Rudisill '16, Harold Becker Rudisill '20, and Carroll Solomon Moul Rudisill '29; to be awarded to one or more worthy and promising students.

Mary Sachs Scholarship Fund: Established as a memorial to Mary Sachs, to be awarded to a needy and deserving student; preference is given to a student in management whose interests are in retailing.

Grace Durboraw Sahle '33 Endowed Scholarship Fund: Created by Knute Sahle '35 as a lasting memorial to his late wife, to be awarded to one or more worthy and promising students.

Charles Samph Jr. Scholarship Fund: Established by the friends and family of Charles Samph Jr., to be awarded to one or more worthy and promising students. Preference is given to students involved in the campus Greek system and who major in mathematics.

Andrew C. Schaedler Foundation Scholarship: Established as a memorial to Andrew C. Schaedler, to be awarded to worthy and needy students from central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon Counties.

Page M. (1924) and Abigail Schildnecht Endowed Scholarship: Established by Sandra Schildnecht Gorman '57 with a gift from the estate of Abigail Schildnecht. First preference is given to a qualified student who is pursuing a course of study in pre-medicine.

Jeffrey M. Schissler (1971) Scholarship Fund: Established by Melvin and Greta Schissler, to be awarded to a worthy and promising student. First preference is given to a student majoring in Theatre Arts; second preference, to a student majoring in English.

Calvin L. Schlueter Scholarship Fund: Created by Calvin F. Schlueter, to be awarded to needy and promising students.

Scholarship for Community Service Leadership: Established by Kenneth C. Lundeen, to be awarded to a first-year student and may be continued up to four years. Preference is given to students who demonstrate an active interest in voluntary community service.

The Jacquelyn S. Scott Endowed Memorial Scholarship Fund: Established by Charles '77 and Janette '77 Scott; awarded to worthy and promising students.

Brent Scowcroft Scholarship Fund: Awarded to a needy and deserving student.

The Robert G. Seaks Scholarship: Established by Terry G. Seaks to honor the memory of his father, an alumnus of Gettysburg College. Awarded to one or more worthy and promising students who exemplify the academic excellence of Robert G. Seaks, Class of 1931, whose outstanding record earned him Class Honors and election to Phi Beta Kappa.

Gregory Seckler (1965) Memorial Scholarship Fund: Created by Mr. and Mrs. J. M. Arnold Sr. in memory of Gregory Seckler, to be awarded to a deserving student. Preference is given to an English major.

Senior Scholarship Prize: Established by the Class of 1996, to be awarded to one male and one female junior advancing to the senior year who best exemplify the College through academics and service to the community.

Ralph E. Sentz (1949) Scholarship Fund: Created by Ralph E. Sentz and his wife, Veronica, to be awarded to needy and deserving students. Preference is given to those with disabilities.

J. Douglas Shand Endowed Presidential Scholarship: Established by J. Douglas Shand to support a student who has attained at least sophomore status and who plans to major in psychology.

The Peter Jay Sharp Foundation Scholarship: Established by Norman Peck and the directors of the Peter Jay Sharp Foundation for qualifying science students.

Samuel Shaulis (1954) Memorial Scholarship Fund: Established by Barry B. Wright '55 and other friends and family of Samuel Shaulis, to be awarded to one or more worthy and promising students. Preference is given to students who, beyond other academic and personal qualifications, have a special interest in extracurricular activities.

Joseph T. Simpson/Dwight D. Eisenhower Scholarship Fund: Established by the friends and colleagues of Joseph Simpson, to be awarded to needy and worthy students. Preference is given to those students with exceptional leadership ability.

Edgar Fahs Smith (1874) Scholarship Fund: Created by Margie A. Smith in honor of her father, Edgar Fahs Smith, to be awarded to a student recommended by the Department of Chemistry.

George Wellington and Lucy Herr Smith Scholarships: A bequest from the estate of Lucy Herr Smith; George Wellington Smith was a member of the Class of 1924.

The Jessica Weaver Smith (Class of 1927) Family Endowed Scholarship: Established by Jessica Weaver Smith, Class of 1927, from her estate, awarded to one or more worthy and promising students.

Robert D. Smith Endowed Scholarship: Established by friends and former students of Robert D. Smith '59, in recognition of the impact he had on the lives of countless Gettysburgians. Awarded to a worthy and promising student.

Ronald James Smith (1972) and Diane (Werley) Smith (1973) Endowed Scholarship Fund: Awarded to one or more worthy and promising students who are in need.

Alethea J. Snyder '73 Endowed Scholarship: Established by Alethea J. Snyder '73, to be awarded to one or more worthy and promising students. First preference is given to individuals who maintain a 3.0 GPA or higher.

Albert E. Speck (1927) Scholarship Fund: Awarded to a first-year student, and may be continued up to four years.

Mary Ann Ocker Spital Scholarship Fund: Awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: Created by the friends of General Stackpole, to be awarded to a deserving student. Preference is given to a student in American history interested in the Civil War.

Arthur Kistler Staymates Scholarship Fund: Established by Mildred C. Stine, to be awarded to one or more needy and worthy students. First preference is given to students preparing for careers in the ministry or education; second preference, to students from Frederick County, Maryland.

Bruce R. Stefany '71 Scholarship: Awarded to one or more worthy and promising students.

Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: Established by Dr. Charles M. A. Stine '01 in memory of his parents, to be awarded to a preministerial student.

Earl K. Stock Scholarship Fund: Created by Earl K. Stock '19, to be awarded to one or more needy and deserving students.

Robert (1933) and Betty Stockberger Scholarship Fund: Awarded to needy and promising students.

Strine-Manners Scholarship Fund: Established in honor and memory of Howard H. Strine, M.D. '24, Virginia Manners Strine, Dana Whitman Manners, and Elizabeth Manners. Awarded to two or more worthy and promising students.

F. Stroehmann Scholarship Fund: Established by the family of F. Stroehmann, to be awarded to one or more needy and deserving students.

Dr. J.H.W. Stuckenberg Scholarship Fund: Created by Dr. Stuckenberg, to be awarded to a qualified student.

Surdna Foundation Scholarship Fund: Established by the Surdna Foundation, to be awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

Rev. Viggo Swensen (1931) and Martha Swensen Scholarship Fund: Awarded to a first-year student, and may be continued up to four years.

Warren L. Swope (1943) Scholarship Fund: Created by Warren L. Swope, a career diplomat, to be awarded to a qualified student. Preference is given to students of American parentage who have spent a significant portion of their precollege years abroad.

Raymond A. Taylor (1937) Scholarship Fund: Established by Dr. and Mrs. Raymond A. Taylor, to be awarded to one or more worthy and promising students.

William J. (1929) and Ruth Krug Thomas (1928) Scholarship Fund: Created by the Thomases in gratitude for the contribution the College has made toward the enrichment of their lives, to be awarded to worthy students, preferably English majors.

Colonel Walter K. Thrush Fund: Established by Edna L. Thrush in memory of her husband, Walter K. Thrush '19, to be awarded to a student who is a member of ATO Fraternity studying in the field of engineering.

Robert and Donna Tillitt Scholarship Fund: Established by Mr. and Mrs. Robert Tillitt, to be awarded to one or more needy and deserving students who have an interest in music.

William F. and Barbara M. Tyree Endowed Scholarship: Established by William M. Tyree '73, to be awarded to a worthy and promising student. First preference is given to a well-rounded student who excels both in and out of the classroom and who is from Long Island, New York.

Martin L. Valentine (1912) Scholarship Fund: Created by Martin L. Valentine, to be awarded to a needy and deserving student majoring in chemistry.

Lloyd Van Doren Scholarship Fund: Established by Tempie Van Doren, to be awarded to one or more needy and deserving students.

Linda Eckard Vilardo Scholarship: Established by Rev. Dr. Ralph E. and Betty J. Eckard, in honor of their daughter, Linda Eckard Vilardo '79, to be awarded to worthy and promising students. Preference is given to students who major in political science or world history.

John H. von der Lieth Memorial Musical Scholarship Fund: Established through a gift to the ELCA Foundation of The Evangelical Lutheran Church in America, by Mrs. von der Lieth in memory of her husband. To be awarded to needy and deserving students who are studying music. Preference given to those studying organ or piano.

John H. von der Lieth Music Endowed Scholarship Fund: Established by John von der Lieth and Helen L. von der Lieth. Awarded to worthy and promising students, with first preference given to students of high achievement who major or minor in music.

Parker B. Wagnild Scholarship Fund: Created by alumni and friends of the Gettysburg College Choir, to be awarded to needy and deserving music students.

Parker B. and Helen D. Wagnild Music Scholarship Fund: Established by Helen D. Wagnild, to be awarded to worthy and promising music students.

John G. Walborn (1937) Scholarship Fund: Created by John G. Walborn, to be awarded to needy and deserving students. Preference is

given to students majoring in economics or management.

Clayton D. (1948) and Anne Ilgen Warman (1948) Endowed Scholarship Fund: Awarded to one or more worthy and promising students who are in need of scholarship funds.

Stuart Warrenfeltz Memorial Scholarship Fund: Established by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz, to be awarded to a worthy young man. Preference is given to students from Funkstown, Washington County, Maryland.

Mary Wartluft Endowed Scholarship Fund: Established by LaVerne Wartluft Troutman '55 in memory of her mother, Mary Wartluft.

Anthony J. Wasilewski Endowed Scholarship: Established by Anthony J. Wasilewski '76, to be awarded to worthy and promising students. Preference is given to students majoring in mathematics or the physical sciences.

Dr. Rufus B. Weaver (1862) Scholarship Fund: Created by Dr. Weaver, to be awarded to deserving students.

Rev. David Sparks Weimer and Joseph Michael Weimer/Dwight D. Eisenhower Scholarship Fund: Created by Mrs. Ralph Michener, daughter and sister of David and Joseph Weimer, to be awarded to needy and worthy students.

Senator George L. Wellington Scholarship Fund: Established by Mr. Wellington, to be awarded to a deserving Lutheran preministerial student.

Paul B. and Mary E. Werner Scholarship Fund: Created by Paul and Mary Werner, to be awarded to a preministerial student; preference is given to students from Glen Rock, Pennsylvania, or York County, Pennsylvania.

Richard C. Wetzel Scholarship Fund: Created by Richard C. Wetzel, to be awarded to a deserving and needy student.

The Barbara Turner White '74 and Bruce Murray White Endowed Scholarship: Established by Barbara Turner White '74, to be awarded to one or more worthy and promising students.

Stella Moyer Wible (1927) Scholarship Fund: Established by Helen A. Moyer, to be awarded to worthy and promising students with an outstanding record of academic achievement.

Bertram M. Wilde Scholarship Fund: Established by members of the family of Bertram M. Wilde, to be awarded to worthy and promising students. Preference is given to students who have demonstrated superior character and industry, as well as diverse interests and active participation in extracurricular and academic affairs.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: Created by Amelia C. Winter in memory of her parents, to be awarded to a needy and deserving student.

Charles W. Wolf 1934 Scholarship Fund: Established by David '68 and Jennifer LeVan to honor the life and many contributions of Attorney Charles W. Wolf (1912–2001); awarded to worthy students from Adams County, Pennsylvania, who are enrolled at Gettysburg College. A prominent native son of Adams County, Wolf was a 1934 graduate and a trustee emeritus of the College, a former attorney to President Dwight David Eisenhower, and founder of The Eisenhower Society.

Frank A. and Judith R. Wolfe Scholarship: Established by Frank A. Wolfe '62 and his wife, Judith R. Wolfe; awarded to worthy and promising students.

Woman's League Scholarship Fund: Established by the Woman's General League of Gettysburg College, to be awarded to needy and promising students.

Peter W. Wright Scholarship Fund: Established by Lt. Col. Peter W. Wright, USAF (RET), to be awarded to one or more worthy students. Preference is given to students who have an interest and involvement in extracurricular activities and are members of Alpha Tau Omega Fraternity.

Yocum Family Scholarship: Established by James H. Yocum, to be awarded to one or more deserving students.

The Martha M. Yocum Scholarship Fund: Created by Dr. Ronald H. Yocum '61, to be awarded to a junior or senior majoring in chemistry or biochemistry with an overall grade point average of 2.85 and a minimum grade point average in their major of 3.0.

John T. Ziegler, DDS, (1952) Pre-Dental Scholarship Fund: Awarded to one or more worthy pre-dental students. First preference is given to the junior or senior student who has achieved the highest academic standing and who has applied to a U.S. dental school to pursue a DDS or DMD degree.

Dr. John B. Zinn Scholarship in the Sciences: Established by the Class of 1941, to be awarded to talented students pursuing a science education.

John B. Zinn Scholarship Fund: Established by friends and former students of Professor John B. Zinn, former chair of the chemistry department, to be awarded to needy and promising students. Preference is given to students preparing for fields associated with the healing arts.

Loan Funds

Edward Anderson (1955) and Patricia Anderson Loan Fund: Established by Edward and Patricia Anderson, to provide loans to Lutheran students who have exhibited creative and entrepreneurial tendencies while in high school and through their activities at Gettysburg College.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: Created by Mary M. Nafey, to provide a fund for student loans.

Eva R. Pape Student Loan Fund: Established by Eva R. Pape of Gettysburg, Pennsylvania, to provide students of high promise with financial assistance.

David Forry Powers Loan Fund: Established by Catherine N. Maurer in memory of her nephew, David Forry Powers '62, to provide loans to needy and worthy students.

Other Scholarship Aid

Aid Association for Lutherans Campus Scholarship: Makes available scholarship funds to assist needy students who hold membership with the Association. Selection of recipients is made by the College.

Frank D. Baker Scholarship: Aids worthy students in immediate need. Selection of recipients is made by the College.

Robert Bloom Research Award: Supports seniors pursuing research in Senior Research Seminars in the Department of History.

Center for Public Service Endowed Fund for Volunteer Service: Established by the Board of Fellows to support students participating in volunteer

programs of the Center for Public Service. Special consideration is given to students who demonstrate a commitment to activism and public service.

Class of 1995 Service-Learning Project: Awarded to a student who needs financial aid to participate in a service-learning project.

Robert W. Dickgiesser Memorial Fund: Provides aid to students participating in volunteer programs of the Center for Public Service.

Dwight D. Eisenhower/Conrad N. Hilton Scholarship: Created by the Conrad N. Hilton Foundation to support the tuition cost for a semester of study abroad. Scholarship is awarded competitively to a student who shows, through career aspirations and corresponding curriculum choices, an appreciation of the role that travel, global trade, and cross-cultural exchange can play in fostering international understanding.

W. Emerson Gentzler (1925) Scholarship: Established by W. Emerson Gentzler, to be awarded to deserving students, with preference given to members in good standing of one of the 4-H Clubs of York County, Pennsylvania.

Charles E. and Mary W. Glassick Scholarship Fund: Established by the Board of Trustees in honor of former President and Mrs. Glassick, to be awarded to one or more worthy and promising students.

J. David Hair Endowed Fund for Volunteer Service: Established to support students participating in volunteer programs of the Center for Public Service.

Julius Hlubb Endowment: Created by Julius G. Hlubb '29 to support extracurricular programs.

R. M. Hoffman Memorial Scholarship Fund: Established by Margaret L. Hoffman in memory of her father, to be awarded annually as part of the Dwight D. Eisenhower Scholarship Program.

Dean W. Hollabaugh Scholarship: Awarded to one or more students who merit financial assistance.

The Dr. Wade F. Hook Endowed Fund for Volunteer Service: Established by Malverda P. Hook and memorial gifts in thankful recognition of Dr. Wade F. Hook's lifelong commitment to volunteerism and public service. Awarded to students with need who may not otherwise

participate in volunteer programs, with preference given to students who have expressed an interest in a teaching career or Christian ministry.

Lutheran Brotherhood Lutheran Senior College Scholarship: Awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from the Lutheran Brotherhood, 625 Fourth Avenue South, Minneapolis, Minnesota 55415.

Guy L. Moser Scholarship: Established Guy L. Moser, to support grants to students from Berks County, Pennsylvania who are majoring in history or political science and who rank in the upper third of their class. Application should be made directly to Ms. Kim M. McKeon, Hamilton Bank, P.O. Box 141, Reading, Pennsylvania 19603.

Ernest D. Schwartz (1916) Scholarship: Established in memory of Ernest D. Schwartz, to be awarded to a needy and worthy student. Recipient is selected by the College.

Clare M. Stecher Scholarship: Established by Clare M. Stecher, to be awarded to needy students from Hummelstown, Pennsylvania.

Weaver-Bittinger Classical Scholarship: Created by Rufus M. Weaver (1907), to be awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by the College.

Weaver Classical-Natural Science-Religion Scholarship: Created by Rufus M. Weaver (1907), to be awarded to a deserving student pursuing a classical, natural science, or religion course of instruction. Recipients are selected by the College.

Rufus M. Weaver Mathematical Scholarship: Created by Rufus M. Weaver (1907), to be awarded to deserving students pursuing a mathematical course of instruction. Recipients are selected by the College.

Gettsyburg College has benefitted over the years and continues to benefit from the income of funds contributed to the College's endowment. Income from unrestricted endowment funds may be used for the general purpose of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Allshouse Family Endowment Fund: In honor of William Craig Allshouse (1981) and Mrs. Catherine Reaser Allshouse (1924), and in memory of William Kenneth Allshouse (1925) and Richard Reaser Allshouse (1950).

Alumni Memorial Endowment Fund

Jackson Anderson (1977) and Laurene Anderson (1977)

E. W. Baker Estate

Frank D. Baker

Robert J. Barkley Estate

Charles Bender Trust

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

Margarethe A. Brinkman Estate

H. Brua Campbell Estate

Dr. John Chelenden Fund (1928): In honor of

John B. Zinn (1909)

Class of 1919 Fund

Class of 1926, 60th Reunion Fund

Louise Cuthbertson: In memory of Arthur

Herring, Anna Wiener Herring and

Louise Cuthbertson.

Charles W. Diehl Jr. (1929)

Harold Sheely Diehl Estate

Geo. & Helen Eidam Trust

Faculty and Staff Memorial Endowment Fund

Ralph C. Fischer

Robert G. Fluhrer (1912)

The Ford Foundation

Walter B. Freed Estate

Owen Fries Estate Richard V. Gardiner Memorial Fund

The Garman Fund: A perpetual family memorial.

The Gettysburg Times

Mamie Ragan Getty Fund

Frank Gilbert

Margant E. Giles

Ralph and Katherine M. Gresh

James H. Gross Estate

William D. Hartshorne Estate

George G. Hatter (1911)

Adam Hazlett (1910)

J. Kermit Hereter Trust

Ralph E. Heusner Estate

Joseph H. Himes (1910)

Marion Huey

Karl F. Irwin Trust

John E. Jacobsen Family Endowment Fund

Bryan E. Keller Estate

Edmund Keller Estate

Caroline C. Knox

William J. Knox (1910)

Frank H. Kramer (1914) and Mrs. Kramer

Harris Lee Estate

Ralph D. Lindeman Memorial Fund

The Richard Lewis Lloyd Fund: In memory

of Arthur C. Carty

Robert T. McClarin Estate

Ralph McCreary Estate

James MacFarlane Fund, Class of 1837

J. Clyde Markel (1900) and Caroline O. Markel

Robert T. Marks

Fred G. Masters (1904)

Ralph Mease Estate

Gertrude Maddock Trust

A.L. Mathias (1926)

John H. Mickely (1928): In memory of his

brother William Blocher Mickely.

Alice Miller

Robert H. Miller

Thomas Z. Minehart (1894)

Ruth G. Moyer Estate:

Professor's Endowment Fund

Bernice Baker Musser

Helen Overmiller

Ivy L. Palmer

Joseph Parment Company

Michael C. Pescatello '66 Fund

Floyd & Eva Peterson

Andrew H. Phelps

C. Lawrence Rebuck

Mary Hart Rinn

Carroll W. Royston Estate

Sarah Ellen Sanders

Robert and Helene Schubauer Estate

Anna D. Seaman

A. Richard Shay (1928)

Paul R. Sheffer (1918)

Herbert Shimer (1896)

Robert O. Sinclair

Albert T. Smith Memorial Fund

James Milton Smith Fund

Anna K. and Harry L. Snyder

Mary Heilman Spangler

Harvey W. Strayer

Leah Tipton Taylor Estate

Veronica K. Tollner Estate

Romayne T. Uhler '23 Estate: For the memorial of Rev. George I. Uhler, Class of 1895

Edith Wachter Estate

Vera and Paul Wagner Fund

Walter G. Warner Memorial Fund: Given by Bergliot J. Wagner

Leona S. & L. Ray Weaver Memorial Fund

Richard C. Wetzel

Jack Lyter Williams (1951) Memorial Fund

Alice D. Wrather

Romaine H. Yagel Trust

George L. Yocum Memorial Fund

John and Caroline Yordy Memorial Fund

(Restricted)

Mary Catherine Albaugh (Class of 1954) Chemistry Fund for Student Research: Established from a bequest from her estate to be used to award annual summer research stipends to students majoring in chemistry and/or biochemistry and molecular biology.

Conrad Christian Arensberg Memorial Fund:

Established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.

Robert Barnes Memorial Fund: Created to support a combined dinner and lecture each spring during the Biology Awards Day.

Edward J. Baskerville Memorial Book Fund: Created by Robin Wagner and Michael J. Birkner '72, with additional contributions from alumni and friends, as a memorial for Edward J. Baskerville, Professor of English from 1956 to 1997, for the acquisition of contemporary fiction for the library's collection.

The Rev. Peter C. Bell Memorial Lectureship Fund: Created for the establishment of a lectureship on the claims of the gospel on college men.

Bikle Endowment Fund: Established in 1925 to honor Dr. Philip Bikle (1866), dean of Gettysburg College, 1889–1925. Used to support debating.

Joseph Bittinger: Chair of political science.

Lydia Bittinger: Chair of history.

Joseph and Lydia Bittinger Memorial Fund:

Established to support the needs of the history and political science departments.

Blavatt Family Lectureship: Created to establish the Blavatt Family Lecture Series in Political Science.

Robert Bloom Fund: For Civil War Institute.

Merle S. Boyer Chair in Poetry: Established to create a faculty chair in poetry.

The Chang-Burton Fund for Creative Teaching:

Established by Charles A. Burton and Melinda Chang Burton, members of the Class of 1967, to preserve and strengthen the tradition of distinguished teaching at Gettysburg College. Preference is given to proposals that enhance faculty members' ability to meet the unique challenges of a classroom environment that is in transition due to an increase in the number of students from races or cultures historically underrepresented at Gettysburg College.

Mr. & Mrs. Thomas Citron: Established by Mr. & Mrs. Thomas Citron (1947) to endow insurance on a 1934 oil painting by Minna Citron.

Class of 1911 Memorial Trust Fund: Established in 1961, on the fiftieth anniversary of the Class of 1911, to provide income for the purchase of books for the College library.

Thomas Y. Cooper Endowment: A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American history, as a memorial to his parents, Dr. & Mrs. Moses Cooper; and (b) for the operating budget of the library.

Dr. Allan Cormack Summer Research Grant in Physics: Established by Richard C. Ellis and Margaret Eichman Ellis in memory of Dr. Allan Cormack, Nobel Laureate in Medicine and relative of the donors. A research grant is presented annually to a rising senior student selected by the faculty of the Department of Physics.

William C. Darrah Lectureship: Created for the biology department to use for a Darrah Lecture every two or three years.

William C. Darrah Prize: Created to support a yearly prize for students in the biology department

A. Bruce Denny Fund: Created by fellow students in memory of A. Bruce Denny (1973), to purchase library books.

Joe Derrig Memorial Fund: Established to subsidize student participation in a service-learning program related to AIDS. Also supports a yearly presentation on AIDS awareness.

Luther P. Eisenhart Fund: Established for the use of emeriti faculty and widows of former members of the faculty in need of assistance.

Harold G. Evans Chair in Eisenhower Leadership Studies: Established to foster an educational program in leadership.

Fourjay Career Resource Center: Established by the Fourjay Foundation, to support career education in the office of Career Planning and Advising.

Esther Kenyon Fortenbaugh Endowed Internship: Created by Robert B. Fortenbaugh and Esther Kenyon Fortenbaugh to fund a semester-long or summer internship for a student interested in pursuing studies in librarianship, information science, preservation or museum work during the fall or spring semester or in the summer.

The Georgia A. Franzo Endowed Fund for the Department of Theatre Arts: Administered by the Provost to provide grants to support faculty and program development in the Department of Theatre Arts at Gettysburg College.

Clyde E. and Sarah A. Gerberich Endowment Fund: Established in memory of Dr. Robert Fortenbaugh (1913) to support a series of lectures. Fund is also supported by a matching gift from the Hewlett Foundation to support the Robert Fortenbaugh Memorial Lecture.

Gettysburg Review Fund: Established to provide annual support for the *Gettysburg Review*.

Russell P. Getz Memorial Fund: Established for support of the music department.

Millard E. Gladfelter Prize: Created to support a student who has completed the junior year at Gettysburg College with excellent scholarship in the social sciences, and especially American history. To be used for research and a thesis report during the senior year.

J. Donald and Mary Herr Glenn Endowment Fund: To be used for educational purposes at the discretion of the President of the College, subject to supervision of the Board of Trustees.

Fund for Global Understanding: Established by Dr. Janet M. Powers, Global Studies Coordinator and Associate Professor of Interdepartmental Studies and Women's Studies, with additional

contributions, and Kenneth P. Powers: an endowment to secure and strengthen the Global Studies Program.

Derrick K. Gondwe Memorial Endowed Lecture: Established by William and Gayle Keefer, the annual lecture is jointly sponsored by Africana Studies and the Department of Economics to honor Professor Derrick K. Gondwe and to recognize his numerous contributions to the College, including work on issues of social and economic justice.

Dr. C.A. Hanson, President Emeritus, and Anne Keet Hanson Endowment Funds for the Beautification of Campus Grounds: The income from gifts to be used to support the landscaping, maintenance, cultivation, and beautification of college grounds.

Jean Landefeld Hanson Fund: Established in 1971 by family and friends of the late wife of former President C. Arnold Hanson, to support purposes related to the Chapel program.

George Hatter Fund: Income from this restricted endowment fund will be transferred to principal for a period of 60 years. After 60 years, the fund will be closed and transferred to Unrestricted Endowment/Hatter Fund.

The John A. Hauser Executive-in-Residence Fund: Established by family and friends of John A. Hauser and Gettysburg College, to support a business or governmental executive-in-residence.

R.F.H. Memorial Library Preservation Fund for Musselman Library: Established by Barbara Ann Holley '54, in loving memory of her brother, Robert Franklin Holley, to support preservation of materials in Musselman Library.

Barbara Ann Holley '54 Endowed Internship in Library Studies: Established by Barbara Ann Holley '54 to support a full-time internship at Musselman Library designed for a recent graduate considering a career in information science, librarianship, or archives and records management.

The Harry D. Holloway Memorial Fund: Created to support purposes of keeping alive on campus the spirit of Abraham Lincoln.

The Donald and Kathleen Hudson Fund for Student Associates in Education: Established by Robert H. and Edna Mae Black Fischer to honor the late Donald Hudson, for his service in public school administration, and his surviving spouse, Kathleen Black Hudson '37, for her service to public school teaching.

I.W. Foundation Center for Public Policy: Established from a gift of the I.W. Foundation made possible by Peter G. Seiden '73; the Center supports lectures and seminars by visiting scholars.

Japan Program Fund: Created for use by the library department to purchase library and instructional materials related to Japan.

Japanese Studies Endowment: Established by Sotaro Ishii; Department of Asian Studies fund to support Japanese studies programs.

Stanley G. and Frances P. Jean Fund: To assist the Center for Public Service at Gettysburg College in the commendable efforts being made to meet current-day public service needs and objectives by improving and expanding programs offered through the Center.

William R. Kenan Jr. Endowment Fund for Teaching Excellence: Established to support high quality and effective teaching.

Edwin T. Johnson and Cynthia Shearer Johnson Distinguished Teaching Chair: Established by Edwin T. '51 and Cynthia Shearer '52 Johnson.

Ralph D. Lindeman Memorial Fund: Established by family and friends in memory of Ralph D. Lindeman, to be used annually by the English Department for the purchase of books.

MNC Management Curriculum: Created by the Maryland National Foundation to provide financial support for the management program.

Dr. G. Bowers and Louise Hook Mansdorfer Distinguished Chair in Chemistry: Established to provide an endowed chair in chemistry. Provides funds for faculty salaries, research needs, payment for research assistants, and travel for conferences.

Andrew Mellon Foundation Fund: Created to support interdisciplinary teaching and small group learning projects for workshops.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund: Created to support and advance knowledge and appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund: Created to support the chemistry program, primarily through the purchase of laboratory equipment and supplies.

Musselman Endowment For Music Workshop: Established by the Musselman Foundation to support workshops in music performance and seminars in music education.

Musselman Endowment For Theatre Arts: Created by the Musselman Foundation to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists: Created by the Musselman Foundation to support visits by scientists to the College.

NEH Fluhrer-Civil War Chair: Created by the Robert Fluhrer estate to establish a Civil War Chair in the history department.

NEH Fund for Faculty and Curriculum Development in the Humanities: Established by a Challenge Grant from the National Endowment for the Humanities to promote high quality work in the humanities through faculty and curriculum development activity of particular merit. Fund is part of the larger Institutional Fund for Self-Renewal.

NEH Senior Scholars' Seminar: Established by the National Endowment for the Humanities to support the Senior Scholars' Seminar.

Robert Nesto Biology Fund: Created to support travel to scientific meetings by biology students.

John P. O'Leary Jr. and Pamela O'Leary Endowed Fund: Created for the management department to be used for discretionary purposes.

One in a Mission Program Fund: Created by the Central Pennsylvania Synod to provide additional endowment funds to enhance the church-related mission of the College.

Edred J. and Ruth Pennell Trust Foundation: Created to purchase new materials in the fields of political science, management, and economics.

The Carl Hoshin Peterson Summer Student Research Grant in Physics: Established by Lucille Lohmeier Adelman '59 in loving memory of her husband, Carl Hoshin Peterson, a physicist; presented annually to a rising senior selected by the faculty of the Department of Physics.

Political Science Research/Development: Established by Elmer Plischke to assist faculty in the political science department in research activities.

Dr. and Mrs. William F. Railing Fund for Faculty-Student Research in Economics: Established by Dr. and Mrs. William F. Railing, to provide competitively awarded grants to support opportunities for promising and talented students to work collaboratively with members of the faculty conducting research in economics.

Paul H. Rhoads Teaching and Professional Development Fund: Established by Paul H. Rhoads, Gettysburg College, and others to support scholarly research, professional development, or the improvement of undergraduate instruction by the College's faculty.

Norman F. Richardson Memorial Lectureship Fund: Created to support an annual event that stimulates reflection on interdisciplinary studies, world civilization, the philosophy of religion, values, and culture.

H. Bruce Riefe '43 Alumni Relations Internship: Established by Suzanne Riefe Barth in memory of her father, H. Bruce Riefe '43, a tireless volunteer and lifelong advocate of the Gettysburg College Alumni Association; the fund supports a summer internship in the Office of Alumni and Parent Relations.

Rogers Center for Innovation in Technology: Established by C. B. "Jack" Rogers Jr. '51 to secure and strengthen the integration of advanced technology at the College, both in teaching, learning, and scholarly activities and in institutional management.

Henry M. Scharf Lecture Fund: Created by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, to establish a lectureship on current affairs.

Louis and Claudia Schatanoff Library Fund: Created to support the purchase of books and other publications for the College's chemistry library.

Leslie R. Schweizer '45 and Thomas C. Schweizer '73 Summer Research Grant in Physics: Established by Eric B. Schweizer '76 and Joan Fischer Schweizer '76 in memory of Mr. Leslie R. Schweizer and Dr. Thomas C. Schweizer, family members and scholars in the field of physics. The research grant is presented annually to a rising senior student, selected by the faculty of the Department of Physics.

J. Douglas Shand Fund for Faculty-Student Summer Research in Psychology: Created to support opportunities for promising and talented students to work collaboratively with faculty members who are conducting research in psychology. Grants provide stipends to support students working on research projects that primarily occur in the summer.

Jack Shand Psychology Research Fund: Created to provide financial support of seniors registered for honors research in the psychology department.

James A. Singmaster (1898) Fund for Chemistry: Established by Mrs. James A. Singmaster in memory of her husband, to be used for the purchase of library materials in chemistry or related areas.

Dr. Kenneth L. Smoke Memorial Trust Fund: Created to honor the man who in 1946 established the department of psychology at Gettysburg College and served as its chair until his death in 1970. Used in part by the College library to purchase library resources in the field of psychology and in part by the psychology department for special departmental needs.

Fred G. and Janet High Stambaugh Memorial Endowment for Athletes: Established by Fred G. Stambaugh '47, in memory of Janet High '48 Stambaugh.

Stoever Alcove Fund: Established by Laura M. Stoever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship: Created by Mary G. Stuckenberg in memory of her husband, to sponsor lectures in the general area of social ethics.

The Sunderman Chamber Music Foundation of Gettysburg College: Established by F. William Sunderman (1919) to stimulate and further the interest in chamber music at Gettysburg College through the sponsorship of chamber music concerts.

F. William Sunderman Conservatory of Music of Gettysburg College: Established by bequest from F. William Sunderman '19, the Conservatory provides talented students with comprehensive classical music instruction and performance training.

Waltemyer Seminar Room Fund: Established by Carroll W. Royston (1934) and the family and friends of Dr. William C. Waltemyer (1913), former head of the Bible department at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Steve Warner Trust Fund: Created for the purpose of expenditures for books, periodicals, microfilm, etc. in the area of Asian Studies for the Musselman Library; to care for and maintain those purchased materials and the Stephen H. Warner papers maintained in Musselman Library's Special Collection at the College; and to support publications derived from the Collection.

The James M. Weaver '64 Fund for Creative Teaching: Established by James M. Weaver '64 to secure and strengthen the quality of teaching at the College by providing financial resources for pedagogical innovation and faculty development.

Donald K. Weiser Book Acquisition Fund: Established in honor of Donald K. Weiser (1924) for the purchase of library books in the field of insurance, management, and business administration.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall): Created by Louisa Paulus.

The Jacob M. and Genevieve J. Yingling Special Collections Endowment: Established by Jacob M. Yingling '52 and Genevieve J. Yingling to support the needs of Special Collections of Musselman Library.

Dr. and Mrs. Jeremiah Zimmerman Fund: Established by Dr. Jeremiah Zimmerman (1873) to create an endowment in support of the annual operating budget of the library.

John B. Zinn Memorial Fund in Admissions: Established in honor of John B. Zinn by friends and former students, to support admissions efforts in fields associated with the healing arts.

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John T. O'Connor (2006), *Attorney/Partner, Milbank, Tweed, Hadley & McCloy LLP, New York, New York*

Randolph Rose (1999), *Retired President & CEO, Philips Communication and Security Systems, Lititz, Pennsylvania*

Jean D. Seibert (1998), *Attorney/Partner, Wion, Zulli & Seibert, Harrisburg, Pennsylvania*

Peter G. Seiden (2006), *Partner, Seiden Wayne LLC, New York, New York*

Arne Selbyg (1998), *Director, Colleges & Universities, Division for Higher Education & Schools, Evangelical Lutheran Church in America, Chicago, Illinois*

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Gill M. Taylor-Tyree Sr., M.D. (1995), *Radiologist, Baltimore, Maryland*

Robert I. Unanue (2006), *President, Goya Foods, Inc., Secaucus, New Jersey*

Kaysie Uniacke (2003), *Managing Director, Goldman, Sachs & Company, Investment Management Division, New York, New York*

I. Charles Widger (1997), *Chairman and CEO, Brinker Capital, Inc., King of Prussia, Pennsylvania*

Katherine Haley Will, President, Gettysburg College, Gettysburg, Pennsylvania

Debra J. Wolgemuth (2000), *Professor of Genetics and Development, Columbia University College of Physicians and Surgeons, New York, New York*

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James R. Thomas, Allendale, New Jersey

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Barry Wright, Tequesta, Florida

FACULTY**(2006–2007 ACADEMIC YEAR)****Emeriti**

Dates in parentheses indicate years of service.

Paul Baird (1951–1985), *Professor of Economics,*
Emeritus

Neil W. Beach (1960–1993), *Professor of Biology,*
Emeritus

Gareth V. Biser (1959–1999), *Professor of Health*
Sciences, Emeritus

A. Bruce Boenau (1957–1991), *Professor of Political*
Science, Emeritus

Lois J. Bowers (1969–1992), *Coordinator of Women's*
Athletics and Professor of Health and Physical
Education, Emerita

John F. Clarke (1966–1989), *Professor of English,*
Emeritus

David J. Cowan (1965–2001), *Professor of Physics,*
Emeritus

David L. Crowner (1967–2001), *Professor of German,*
Emeritus

Carolyn M. DeSilva (1982–2003), *Professor of*
Mathematics, Emerita

Harold A. Dunkelberger (1950–1983), *Professor of*
Religion, Emeritus

George H. Fick (1967–1995), *Professor of History,*
Emeritus

James B. Fink (1992–2004), *Professor of Computer*
Science, Emeritus

Kermit H. Finstad (1970–1999), *Professor of Music,*
Emeritus

Norman O. Forness (1964–2000), *Professor of History,*
Emeritus

Donald H. Fortnum (1965–2000), *Professor of*
Chemistry, Emeritus

Lewis B. Frank (1957–1986), *Professor of Psychology,*
Emeritus

Edwin D. Freed (1948–1951), (1953–1986), *Professor of Religion, Emeritus*

Robert H. Fryling (1947–1950), (1958–1987), *Professor of Mathematics, Emeritus*

R. Michael Gemmill (1958–1999), *Professor of Economics, Emeritus*

Charles H. Glatfelter (1949–1989), *Professor of History, Emeritus*

Gertrude G. Gobbel (1968–1989), *Professor of Psychology, Emerita*

Louis J. Hammann (1956–1997), *Professor of Religion, Emeritus*

J. Richard Haskins (1959–1988), *Professor of Physics, Emeritus*

Barbara Schmitter Heisler (1989–2006); *Professor of Sociology, Emerita*

Caroline M. Hendrickson (1959–1984), *Professor of Spanish, Emerita*

Thomas J. Hendrickson (1960–1988), *Professor of Physics, Emeritus*

Donald W. Hinrichs (1968–2004), *Professor of Sociology, Emeritus*

Leonard I. Holder (1964–1994), *Professor of Mathematics, Emeritus*

John M. Kellett (1968–1999), *Professor of Mathematics, Emeritus*

L. Carl Leinbach (1967–2005), *Professor of Computer Science, Emeritus*

Rowland E. Logan (1958–1988), *Professor of Biology, Emerita*

Franklin O. Loveland (1972–1998), *Professor of Sociology and Anthropology, Emeritus*

Michael E. Matsinko (1976–2005), *Professor of Music, Emeritus*

Arthur W. McCardle (1969–2005), *Professor of German, Emeritus*

Fredric Michelman (1973–2000), *Professor of French, Emeritus*

Carey A. Moore (1955–1956; 1959–2000), *Professor of Religion, Emeritus*

Katsuyuki Niiro (1972–2004), *Professor of Economics, Emeritus*

Norman K. Nunemaker (1963–1997), *Professor of Music, Emeritus*

Robert A. Pitts (1986–2000), *Professor of Management, Emeritus*

Janet M. Powers (1963–1965; 1987–1988; 1998–2004), *Professor of Women's Studies and Interdisciplinary Studies, Emerita*

William F. Railing (1964–2003), *Professor of Economics, Emeritus*

Ray R. Reider (1962–1998), *Professor of Health Sciences, Emeritus*

William E. Rosenbach (1984–2006); *Professor of Management, Emeritus*

Russell S. Rosenberger (1956–1981), *Professor of Education, Emeritus*

Alex T. Rowland (1958–2001), *Professor of Chemistry, Emeritus*

Virginia E. Schein (1986–2006); *Professor of Management and Psychology, Emerita*

Emile O. Schmidt (1962–1999), *Professor of Theatre Arts, Emeritus*

Howard Shoemaker (1957–1985), *Professor of Health and Physical Education, Emeritus*

James F. Slaybaugh Jr. (1964–1989), *Professor of Education, Emeritus*

John R. Stemen (1961–1994), *Professor of History, Emeritus*

Mary Margaret Stewart (1959–1996), *Professor of English, Emerita*

Amie G. Tannenbaum (1968–2001), *Professor of French, Emerita*

Robert H. Trone (1956–1997), *Professor of Religion, Emeritus*

Janis Weaner (1957–1985), *Professor of Spanish, Emerita*

Dexter N. Weikel (1962–1988), *Professor of Music, Emeritus*

Robert B. Winans (1987–2002), *Professor of English, Emeritus*

Robert F. Zellner (1968–1998), *Professor of Music, Emeritus*

CURRENT FACULTY

Date in parentheses indicates year of appointment to the faculty.

James D. Agard (1982); *Associate Professor of Visual Arts; B.S., The State University of New York at New Paltz; M.F.A., Rutgers University*

Yasemin Akbaba (2006); *Visiting Assistant Professor of Political Science*; B.A., Middle East Technical University (Ankara, Turkey); Ph.D., University of Missouri–Columbia

Randolph R. Aldinger (1989); *Associate Professor of Physics*; B.S., Arizona State University; Ph.D., University of Texas at Austin

Matthew H. Amster (2002); *Assistant Professor of Anthropology*; B.A., Evergreen State College; M.A., Ph.D., Brandeis University

Lidia Hwa Soon Anchisi (2002); *Assistant Professor of Italian*; A.B., Barnard College, Columbia University; M.A., Ph.D., New York University

Charlotte E. S. Armster (1984); *Associate Professor of German, Department Chairperson*; B.A., Eastern Michigan University; M.A., Middlebury College; Ph.D., Stanford University

Pamela A. Arnold (2005); *Visiting Assistant Professor of Chemistry*; B.S., College of William and Mary; Ph.D., Cornell University

Paul Austerlitz (2006); *Assistant Professor of Ethnomusicology in the Sunderman Conservatory of Music and Africana Studies*; B.A., Bennington College; M.A., Teacher's College, Columbia University; M.A., Ph.D., Wesleyan University

Ruth H. Axelrod (2006); *Visiting Assistant Professor of Management*; B.A., M.H.S.A., Ph.D., George Washington University

Talia Baeza (1999–2002; 2003); *Instructor of Spanish*; Bachelor's Equivalency, University of Seville

Bela Bajnok (1993); *Professor of Mathematics, Department Chairperson*; M.Ed., Eötvös University (Hungary); M.S., Ph.D., Ohio State University

Richard Barvainis (2004); *Research Fellow in Physics*; B.S., State University of New York at Buffalo; M.S., Ph.D., University of Massachusetts at Amherst

Temma F. Berg (1985); *Professor of English*; B.A., M.A., Ph.D., Temple University

Emelio R. Betances (1991); *Associate Professor of Sociology and Latin American Studies*; B.A., Adelphi University; M.A., Ph.D., Rutgers, University

Marie-Jose M. Binet (1988); *Associate Professor of French*; B.A., M.A., University of Florida; Ph.D., Duke University

Michael J. Birkner³ (1978–1979), (1989); *Professor of History, Benjamin Franklin Chair in the Liberal Arts*; B.A., Gettysburg College; M.A., Ph.D., University of Virginia

Jennifer Collins Bloomquist (2003); *Assistant Professor of Africana Studies and Linguistics*; B.A., Clarion University of Pennsylvania; M.A., Ph.D., State University of New York at Buffalo

Philip Bobko (1997); *Professor of Management and Psychology*; B.S., Massachusetts Institute of Technology; M.S., Bucknell University; Ph.D., Cornell University

Robert E. Bohrer II² (1998); *Associate Professor of Political Science and Chairperson of Interdisciplinary Studies*; B.S., University of Nebraska at Kearney; Ph.D., Texas A&M University

Gabor S. Boritt (1981); *Robert C. Fluhrer Professor of Civil War Studies*; B.A., Yankton College; M.A., University of South Dakota; Ph.D., Boston University

Donald M. Borock (1974); *Associate Professor of Political Science*; B.A., M.A., Ph.D., University of Cincinnati

Stefano Boselli (2006); *Assistant Professor of Italian*; Laurea (B.A. equivalent), Catholic University of the Sacred Heart; Diploma (M.F.A. equivalent), School of Dramatic Art "Paolo Grassi"; Ph.D., University of Wisconsin–Madison

William D. Bowman (1996); *Associate Professor of History, Department Chairperson*; B.A., University of San Francisco; M.A., Ph.D., Johns Hopkins University

Judith A. Brough (1989); *Professor of Education, Department Chairperson*; B.S., Ed.M., Shippensburg University of Pennsylvania; Ed.D., State University of New York at Buffalo

Ronald D. Burgess (1980); *Professor of Spanish*; B.A., Washburn University of Topeka; M.A., Ph.D., University of Kansas

Erica L. Burleigh (2005); *Visiting Assistant Professor of English*; B.A., Barnard College; M.A., Ph.D., Johns Hopkins University

Leslie Cahoon (1988); *Professor of Classics*; A.B., M.A., Ph.D., University of California, Berkeley

Kathleen M. Cain (1990); *Associate Professor of Psychology*; A.B., College of the Holy Cross; A.M., Ph.D., University of Illinois at Urbana–Champaign

A. Ralph Cavaliere (1966); *Charles H. Graff Professor of Biology*; B.S., M.S., Arizona State University; Ph.D., Duke University

Frank M. Chiteji (1988); *Associate Professor of History*; B.A., University of San Francisco; M.A., Ph.D., Michigan State University

Laurel A. Cohen-Pfister (1996–1998; 2003; 2004); *Assistant Professor of German*; B.A., M.A., University of Florida; Ph.D., University of California, Los Angeles

John A. Commito² (1993); *Professor of Environmental Studies and Biology*; A.B., Cornell University; Ph.D., Duke University

Brian P. Cooper (2006); *Visiting Assistant Professor of Economics*; B.A., Haverford College; M.A., Ph.D., Harvard University

Mary Deborah Cowan (1989); *Professor of English, M.S. Boyer Chair in Poetry*; B.A., Mundelein College; M.A., Western Washington University

Brett E. Crawford (1998–2000; 2001); *Associate Professor of Physics*; B.S., University of South Carolina; M.S., University of Vermont; M.A., Ph.D., Duke University

Kathi Crow (2004); *Assistant Professor of Mathematics*; B.A., College of the Holy Cross; M.A., Ph.D., University of California, Santa Barbara

Brendan Cushing-Daniels (2000–2001; 2003); *Assistant Professor of Economics*; B.A., University of Notre Dame; M.P.I.A., University of Pittsburgh; Ph.D., University of California, Berkeley

Nancy K. Cushing-Daniels (1994); *Associate Professor of Spanish, Department Chairperson*; B.A., Alfred University; M.A., State University of New York at Albany; Ph.D., University of California, Berkeley

Christopher D'Addario (2005); *Visiting Assistant Professor of English*; B.A., Dartmouth College; M.A., Ph.D., Washington University

Paul R. D'Agostino (1969); *Professor of Psychology*; B.S., Fordham University; M.A., Ph.D., University of Virginia

Roy A. Dawes (1993); *Associate Professor of Political Science*; B.A., University of New Orleans; M.S., Ph.D., Florida State University

Phillip D. Deen (2006); *Visiting Assistant Professor of Philosophy*; B.A., Texas A&M University; M.A., Ph.D., Southern Illinois University at Carbondale

Véronique A. Delesalle (1993); *Professor of Biology*; B.Sc., M.Sc., McGill University; Ph.D., University of Arizona

Charles J. Ditttrich (2006); *Visiting Instructor of Education*; B.A., Gettysburg College; M.Ed., Bloomsburg University

Daniel G. Drury (2001); *Associate Professor of Health Sciences, Department Co-Chairperson*; B.A., Frostburg State University; M.A., George Washington University; D.P.E., Springfield College

Elizabeth M. Duquette (2003); *Assistant Professor of English*; B.A., Dartmouth College; M.A., Ph.D., New York University

Ira Dworkin (2006); *Visiting Assistant Professor of English and Africana Studies*; B.A., Wesleyan University; M.A., City College of New York; M.Phil., Ph.D., Graduate Center of the City University of New York

Margarita Elorriaga (2004); *Visiting Assistant Professor of Spanish*; Licentiate Escuela Normal Superior F.E.P., Mexico City; M.A., University of New Mexico; Ph.D., Nova Southeastern University

Felicia M. Else (2004); *Assistant Professor of Visual Arts*; B.A., University of Dallas; M.A., Ph.D., Washington University

Charles F. Emmons (1974); *Professor of Sociology*; B.A., Gannon College; M.A., Ph.D., University of Illinois

Kay Etheridge (1986); *Associate Professor of Biology*; B.S., M.S., Auburn University; Ph.D., University of Florida

Kristen M. Eysell (2002); *Visiting Assistant Professor of Psychology*; B.A., California State University, Fresno; M.A., Ph.D., Pennsylvania State University

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Jean W. Fletcher² (1986); *Associate Professor of Economics*; B.S., University of Missouri; A.M., Ph.D., Washington University

Audias Flores-Ocampo (1996–2002; 2003); *Lecturer in Spanish*; Master's Equivalency, Escuela Normal Superior in Morelos

Suzanne Flynn (1990); *Associate Professor of English*; B.A., State University of New York at Stony Brook; M.A., Ph.D., University of Virginia

Peter P. Fong (1994); *Associate Professor of Biology*; A.B., University of California, Berkeley; M.A., San Francisco State University; Ph.D., University of California, Santa Cruz

Vincent A. Formica (2006); *Visiting Assistant Professor of Biology*; B.A., St. Mary's College of Maryland; Ph.D., Indiana State University

Karen J. Frey² (1993); *Associate Professor of Management*; *Department Chairperson*; B.S., M.B.A., Shippensburg University of Pennsylvania; Ph.D., University of Maryland

Fritz R. Gaenslen (1991); *Associate Professor of Political Science*, *Co-Chairperson of Asian Studies*; B.A., Miami University (Ohio); M.A., Ph.D., University of Michigan

Robert R. Garnett (1981); *Professor of English*; B.A., Dartmouth College; M.A., Ph.D., University of Virginia

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Sandra K. Gill (1984); *Associate Professor of Sociology*; B.S., Auburn University; M.A., University of Alabama; Ph.D., University of Oregon

Steven J. Gimbel (1999); *Associate Professor of Philosophy*; B.A., University of Maryland; M.A., Ph.D., Johns Hopkins University

Darren B. Glass (2005); *Assistant Professor of Mathematics*; B.A., Rice University; M.A., Ph.D., University of Pennsylvania

Leonard S. Goldberg (1982); *Associate Professor of English*; B.A., University of Michigan; M.A., Ph.D., University of Pennsylvania

Timothy N. Good (1990); *Associate Professor of Physics*, *Department Chairperson*; B.S., Dickinson College; M.S., Ph.D., University of California–Irvine

Nathalie Goubet (2001); *Assistant Professor of Psychology*; B.A., M.A., Ph.D., University of Massachusetts, Amherst

Sharon Davis Gratto (1992); *Professor in the Sunderman Conservatory of Music and Music Education Coordinator*; B.Mus., Oberlin College; M.A., American University; M.Mus., State University of New York at Potsdam; D.M.A., Catholic University of America

Laurence A. Gregorio (1983); *Professor of French*; B.A., Saint Joseph's College; M.A., Ph.D., University of Pennsylvania

Joseph J. Grzybowski (1979); *Professor of Chemistry*; B.S., King's College; Ph.D., Case Western Reserve University

Allen C. Guelzo (2004); *Henry R. Luce Professor of the Civil War Era and Professor of History*; *Coordinator of Civil War Era Studies*; M.A., Ph.D., University of Pennsylvania

Ivette Guzmán-Zavola (2004); *Visiting Assistant Professor of Spanish*; B.A., University of Puerto Rico; M.A., Syracuse University; Ph.D., Rutgers University

James E. Hamerstone (2006); *Visiting Instructor of Management*; B.A., Gettysburg College; Ed.M., Harvard University

Scott Hancock (2001); *Associate Professor of History*, *Coordinator of Africana Studies*; B.A., Bryan College; M.A., Ph.D., University of New Hampshire

Christina L. Ericson Hansen (2002); *Lecturer of History*; B.A., Gettysburg College; M.A., University of Maryland

Jennifer L. Hansen (1999); *Associate Professor of Philosophy*; B.A., Santa Clara University; M.A., Boston College; Ph.D., State University of New York at Stony Brook

Mark Hansen (2004); *Professor in the Sunderman Conservatory of Music*; B.Mus., University of Utah; M.Mus., Brigham Young University; D.M.A., University of North Texas

Jerome O. Hanson (1984); *Associate Professor of Theatre Arts*, *Department Chairperson*; B.A., State University of New York at Fredonia; M.A., University of Cincinnati

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Julia A. Hendon (1996); *Associate Professor of Anthropology*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

Sherman S. Hendrix (1964); *Professor of Biology*; B.A., Gettysburg College; M.S., Florida State University; Ph.D., University of Maryland

Kazuo Hiraizumi (1987); *Associate Professor of Biology, Department Chairperson*; B.S., Stanford University; Ph.D., North Carolina State University

Helenmarie Hofman (1991); *Associate Professor of Education*; B.S., M.Ed., Indiana University of Pennsylvania; Ph.D., University of Minnesota

Eleanor J. Hogan (1999); *Associate Professor of Japanese, Co-Chairperson of Asian Studies*; B.A., Bates College; M.A., Ph.D., Washington University

Koren A. Holland (1992); *Associate Professor of Chemistry*; B.A., Skidmore College; Ph.D., University of Maryland, College Park

Mark R. Hopkins (2002); *Assistant Professor of Economics*; B.A., Wesleyan University; M.Sc., London School of Economics; Ph.D., University of Wisconsin–Madison

Zhining Hu (2004); *Assistant Professor of Economics*; B.A., Nanjing University, International Business School; M.A., Ph.D., Boston College

Kathleen P. Iannello (1990); *Associate Professor of Political Science*; B.A., University of Arizona; M.A. (2), Ph.D., Pennsylvania State University

Steven W. James (1992); *Associate Professor of Biology*; B.A., Gettysburg College; M.S., Ph.D., University of Minnesota

Donald L. Jameson (1985); *G. Bowers and Louise Hook Mansdorfer Distinguished Professor of Chemistry, Department Chairperson*; B.S., Bucknell University; Ph.D., University of North Carolina at Chapel Hill

John W. Jones (1989); *Professor and Director of the Sunderman Conservatory of Music*; B.S., Lebanon Valley College; M.Mus.Ed., Towson State University; D.M.A., Temple University

Florence Ramond Journey (2002); *Assistant Professor of French*; B.A., M.A., D.E.A., Sorbonne University; Ph.D., University of Oregon

Brooks A. Kaiser (2000); *Associate Professor of Economics*; A.B., Vassar College; Ph.D., Northwestern University

Sunghee Kim (2004); *Assistant Professor of Computer Science*; B.S., University of Utah; M.S., Ph.D., University of Minnesota

J. Matthew Kittelberger (2006); *Assistant Professor of Biology*; A.B., Harvard University; Ph.D., Duke University

Nadine M. Knight (2006); *Derrick K. Gondwe Visiting Scholar in Africana Studies*; A.B., Princeton University; A.M., Harvard University

Stefka Koeva (2004); *Visiting Associate Professor of Economics*; M.A., Ph.D., University of Economics, Varna Free University

Jeremy J. Kuhar (2005); *Lecturer in Chemistry*; B.S., Gettysburg College; M.Ed., Bloomsburg University

Elizabeth Riley Lambert (1984); *Professor of English and Edwin T. Johnson and Cynthia Shearer Johnson Distinguished Teaching Professor in the Humanities*; B.A., Duquesne University; M.A., George Mason University; Ph.D., University of Maryland

William H. Lane (2000); *Lecturer in English*; B.A., Gettysburg College; M.A., Graduate Institute at St. John's College

Bruce A. Larson (2005); *Assistant Professor of Political Science*; B.A., William Paterson College; M.A., Boston College; Ph.D., University of Virginia

Nathalie Lebon (2004); *Assistant Professor of Women's Studies*; B.A., University of Nancy II, France; B.A., University of Strasburg, France; M.A., University of Nancy II, France; M.A., Indiana University of Pennsylvania; Ph.D., University of Florida

Fred G. Leebron (1997); *Professor of English*; B.A., Princeton University; M.A., Johns Hopkins University; M.F.A., University of Iowa

Jennifer S. A. Leigh (2004); *Assistant Professor of Management*; B.A., Swarthmore College; M.A., Antioch University; Ph.D., Boston College

Jing Li (2006); *Assistant Professor of Chinese Language and Culture*; B.A., M.A., Beijing University; M.A., Ph.D., University of Pennsylvania

Kenneth H. Lokensgard (2003); *Assistant Professor of Religion*; B.A., University of Montana; M.A., Arizona State University; M. Phil., Ph.D., Syracuse University

Dina Lowy (2000); *Assistant Professor of History*; B.A., University of Pennsylvania; M.A., Princeton University; Ph.D., Rutgers University

Yahya M. Madra (2006); *Visiting Instructor of Economics*; B.A., Bogaziçi University (Istanbul, Turkey)

Antonio Marin (1995–2002; 2003); *Lecturer in Spanish*; Master's Equivalency, University of Seville

Laurence A. Marschall (1971); *W.K.T. Sahn Professor of Physics*; B.S., Cornell University; Ph.D., University of Chicago

Jon H. Marvel (2004); *Assistant Professor of Management*; B.E., Stevens Institute of Technology; M.S.E., University of Michigan; Ph.D., University of Cincinnati

Lynnell S. Matthews (2005); *Assistant Professor of Mathematics*; B.S., Towson University; M.S., Ph.D., Howard University

Daniel D. McCall (1998); *Associate Professor of Psychology*; B.A., M.S., Ph.D., University of Massachusetts at Amherst

Brian P. Meier (2005); *Assistant Professor of Psychology*; B.S., M.S., Ph.D., North Dakota State University

Jan E. Mikesell² (1973); *Professor of Biology*; B.S., M.S., Western Illinois University; Ph.D., Ohio State University

Jacquelynne B. Milingo (2006); *Assistant Professor of Physics*; B.S., University of Kansas; M.S., Ph.D., University of Oklahoma

Kevin Moffett (2006); *Lecturer in English*; B.A., University of Florida; M.F.A., University of Iowa

Dorothy C. Moore (1999); *Lecturer in Spanish*; B.A., M.A., California State University-Fresno

Midori Yonezawa Morris (2002); *Luce Junior Professor of Japanese Language and Culture and Assistant Professor of Asian Studies*; B.A., Kyoto Sangyo University; M.A., University of Michigan; Ph.D., Michigan State University

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Caroline Nielsen (2006); *Visiting Assistant Professor of Environmental Studies*; B.S., Brown University; Ph.D., Stanford University

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Rutherford V. Platt (2004); *Assistant Professor of Environmental Studies*; B.A., Bowdoin College; M.A., Ph.D., University of Colorado at Boulder

Jonelle E. Pool (1996); *Associate Professor of Education*; B.A., Carroll College; M.A., Ph.D., University of Georgia

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John E. Ryan (1994); *Associate Professor of English, Department Chairperson*; A.A., Broome Community College; B.A., New York University; M.A., Ph.D., Case Western Reserve University

Magdalena S. Sánchez (1994); *Associate Professor of History*; B.A., Seton Hall University; M.A., Ph.D., Johns Hopkins University

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Carol D. Small (1969); *Assistant Professor of Visual Arts*; B.A., Jackson College of Tufts University; M.A., Johns Hopkins University

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Robert M. Viti (1971); *Professor of French, Department Chairperson*; B.A., St. Peter's College; M.A., Ph.D., Duke University

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Michael Weber (2006); *Visiting Associate Professor of History*; B.A., Mount Union College; M.Div., S.T.M., Yale University; M.A., Ph.D., Boston University

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John R. Winklemann (1963); *Professor of Biology*; B.A., University of Illinois; M.A., Ph.D., University of Michigan

Cindy T. Wright (1999); *Lecturer in Health Sciences*; B.S., State University of New York at Cortland; M.S., University of Utah

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Charles J. Zabrowski² (1987); *Professor of Classics*; A.B., Canisius College; M.A., University of Toronto; Ph.D., Fordham University

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¹ On leave, Fall semester 2007–08

² On leave, Spring semester 2007–08

³ On leave, Academic Year 2007–08

⁴ Off campus, Study Abroad Program, Fall Semester, 2007–08

OTHERS HOLDING FACULTY RANK (2006–2007 ACADEMIC YEAR)

Sally Abma; *Laboratory Instructor of Chemistry*; B.S., York College of Pennsylvania

Carol Adelman; *Adjunct Assistant Professor of Visual Arts*; B.F.A., Carnegie Mellon University; M.F.A., University of Washington

Jason E. Adolf; *Adjunct Assistant Professor of Environmental Studies*; B.S., Roger Williams University; M.S., University of Hawaii; Ph.D., University of Maryland, College Park

Christine M. Altieri; *Adjunct Instructor of English*; B.A., Brown University; M.A., University of Virginia

Gloria C. Alvarez; *Adjunct Instructor of Spanish*; B.A., University of Maryland; M.A., University of Texas at El Paso

Jonathan D. Amith; *Research Fellow in Latin American Studies*; B.A., University of Michigan; Ph.D., Yale University

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Anna C. Ballard-Ayoub; *Adjunct Assistant Professor in the Sunderman Conservatory of Music*; B.Mus., University of North Texas; M.Mus., Peabody Conservatory

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Joel Berg; *Adjunct Instructor of Interdisciplinary Studies*; B.A., Franklin and Marshall College; M.A., University of Maryland

Mark D. Berg; *Adjunct Instructor of Political Science and Interdisciplinary Studies*; B.S., Temple University

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Brent C. Blair; *Adjunct Instructor of Visual Arts*; B.A., West Virginia University

Dylan Bloy; *Adjunct Assistant Professor of Classics*; B.A., Williams College; M.A., Ph.D., Bryn Mawr College

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L. Edward Ruggles; *Adjunct Instructor of Education*; B.S., M.Ed., Shippensburg University of Pennsylvania

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Charles Saltzman; *Adjunct Instructor of English*; A.B., Harvard College; M.A.T., Harvard Graduate School of Education

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Anne E. Sauvé; *Adjunct Assistant Professor of Psychology*; B.A., Gettysburg College; M.A., Ph.D., Hofstra University

Stephanie A. Sellers; *Adjunct Assistant Professor of English*; B.A., American University; M.F.A., Goddard College; Ph.D., Union Institute and University

Wayne A. Slaughter; *Adjunct Assistant Professor of Political Science*; B.A., University of Colorado at Boulder; M.A., Ph.D., University of Illinois at Chicago

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Suzanne M. Tartamella; *Adjunct Instructor of English; B.A., Gettysburg College; M.A., University of Maryland at College Park*

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Nancy J. Walker; *Adjunct Instructor of Theatre Arts; B.A., Mercyhurst College; M.A., Ohio State University*

Donald Walz; *Laboratory Instructor of Physics; B.S., Ursinus College*

Rebecca Wareham; *Adjunct Instructor in the Sunderman Conservatory of Music; B.S., Indiana University of Pennsylvania*

Helen J. Winkelman; *Senior Laboratory Instructor in Biology; B.A., Notre Dame College of Staten Island; M.S., University of Michigan*

John Winship; *Adjunct Instructor of Visual Arts; B.A., Middlebury College*

Perry A. D. Wood; *Laboratory Instructor in Physics; B.A., Gettysburg College; M.S., Pennsylvania State University; Ph.D., University of Virginia*

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ADMINISTRATION (2006–2007 ACADEMIC YEAR)

Emeriti

Date in parentheses indicate years of service.

Jay P. Brown (1947–1988), *Bursar, Emeritus*

Mary G. Burel (1970–1986), *Librarian, Emerita*

Roland E. Hansen (1973–1989), *Business Manager, Emeritus*

Robert B. Kenworthy (1959–1999), *Director of Sports Information, Emeritus*

Nancy C. Locher (1968–1989), *Dean of Student Advisement, Emerita*

Karl J. Mattson (1977–2001), *Director of the Center for Public Service, Emeritus*

Edward F. McManness (1970–1988), *Director of the College Union, Emeritus*

Anna Jane Moyer (1961–2000), *Librarian, Emerita*

Robert C. Nordvall (1972–2002), *Dean of First-Year Students, Emeritus*

James H. Richards Jr. (1974–1983), *Librarian Emeritus*

Robert D. Smith (1959–1999), *Director of Alumni Relations, Emeritus*

Frank B. Williams (1966–1993), *Dean of Student Life and Educational Services, Emeritus*

Richard K. Wood (1969–1990), *Director of Academic Computing, Emeritus*

Office of the President

Katherine Haley Will (2004); *President and Professor of English; B.A., Tufts University; A.M., Ph.D. University of Illinois at Urbana–Champaign*

Jane D. North (1992); *Executive Vice President; B.S., Miami University at Oxford*

Kathy Criasia (2005); *Executive Assistant to the President; B.S., Franciscan University of Steubenville; M.L.L.S., Duquesne University*

Daniel R. DeNicola (1996); *Vice President for Program Development and Professor of Philosophy; A.B., Ohio University; M.Ed., Ed.D., Harvard University*

Human Resources and Risk Management

Regina Campo (1994); *Co-Director of Human Resources; B.S., Millersville University*

Melissa A. Grimsley (1988); *Manager of HRIS System*

Jennifer Lucas (1999); *Co-Director of Human Resources*; B.S., Pennsylvania State University

William Shoemaker (2002); *Director of Environmental Health and Safety*; B.S., Gettysburg College

Provost

Janet Morgan Riggs (2006); *Interim Provost and Professor of Psychology*; B.A., Gettysburg College; M.A., Ph.D., Princeton University

James C. White II (2006); *Vice Provost and Associate Professor of Physics*; B.S., Birmingham-Southern College; M.S., Ph.D., Indiana University

Greg Anderson (1994); *Assistant Director of the Advancing Science Program, Biology*; B.S., St. Bonaventure University, Teacher Certification, Daemen College

Rebecca A. Bergren (1997); *Director of Off-Campus Studies*; B.A., M.P.S., Alfred University

Adrienne Clarke (2006); *Assistant Director of Off-Campus Studies*; B.A., Johns Hopkins University; M.Phil., Trinity College Dublin

G. Ronald Couchman (1967); *Registrar*; B.A., Gettysburg College

Rhonda Good (2001); *Associate Provost for Planning*; B.A., Millersville University

Tina M. Grim (1980); *Program Manager, Civil War Institute*

Susan Hanson (2005); *Lead Trainer and Facilitator for the Leonard Bernstein Center for Art and Learning*; M.S., Kennesaw State University

Barbara J. Herman (1975); *Executive Assistant to the Provost*

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Academic Advising

GailAnn Rickert (1997); *Dean of Academic Advising*; B.A., Dickinson College; M.A., University of Oxford; Ph.D., Harvard University

Maureen E. Forrestal (2002); *Associate Dean of Academic Advising and Director of External Fellowships*; B.A., Marist College; M.A., Ohio State University

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Peter Stitt (1986); *Editor, Professor of English*; B.A., M.A., University of Minnesota; Ph.D., University of North Carolina–Chapel Hill

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Information Technology and Computing

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John A. Commito, *Department of Environmental Studies*

Coordinator of Dual-Degree Program in Nursing

Kristin J. Stuempfle, *Department of Health Sciences*

Coordinator of Dual-Degree Program in Optometry

Kristin J. Stuempfle, *Department of Health Sciences*

Coordinator of Dual-Degree Program in Physical Therapy

Kristin J. Stuempfle, *Department of Health Sciences*

Coordinator of International Student Affairs

Victor J. Arcelus, *Associate Director of Residence Life and International Student Advisor*

Coordinator of Off-Campus Programs

Rebecca A. Bergren, *Director of Off-Campus Studies*

Coordinators of the Writing Center

William H. Lane and John E. Ryan, *Department of English*

Health Professions Adviser

Kristin J. Stuempfle, *Department of Health Sciences*

Internship Coordinator

Kathy L. Williams, *Director of the Center for Career Development*

Prelaw Adviser

Kenneth F. Mott, *Department of Political Science*

Students and Employees with Disabilities

Coordinator of Access Policies

Jane D. North, *Executive Vice President*

Gettysburg College—Calendar for 2007–2008

FALL SEMESTER 2007

August 22–26, Wednesday–Sunday	Orientation
August 26, Sunday	Registration
August 27, Monday	Classes begin
October 8–9, Monday–Tuesday	Reading days
October 10–22, Wednesday–Monday	Mid-semester reports due
October 12–14, Friday–Sunday	Alumni Homecoming
October 19, Friday	Fall Honors Day
October 19–21, Friday–Sunday	Family Weekend
November 8, Thursday	Fall Convocation
November 20, Tuesday at 5:00 p.m.	Thanksgiving recess begins
November 26, Monday at 8:00 a.m.	Thanksgiving recess ends
December 7, Friday	Last day of classes
December 8–9, Saturday–Sunday	Reading days
December 10–12, Monday–Wednesday	Final examinations
December 13, Thursday	Reading day
December 14–15, Friday–Saturday	Final examinations
December 17, Monday	All grades due

SPRING SEMESTER 2008

January 16, Wednesday	Registration adjustments
January 17, Thursday	Classes begin
February 28–March 18, Thursday–Tuesday	Mid-semester reports due
February 29, Friday at 5:00 p.m.	Spring recess begins
March 10, Monday at 8:00 a.m.	Spring recess ends
March 20, Thursday at 5:00 p.m.	Easter recess begins
March 25, Tuesday at 8:00 a.m.	Easter recess ends
April 19, Saturday	Get Acquainted Day
May 1, Thursday	Follow Monday schedule
May 2, Friday	Last day of classes
May 3–4, Saturday–Sunday	Reading days
May 5–7, Monday–Wednesday	Final examinations
May 8, Thursday	Reading day
May 9–10, Friday–Saturday	Final examinations
May 12, Monday	All grades due
May 17, Saturday	Spring Honors Day
May 17–18, Saturday–Sunday	Baccalaureate and Commencement Weekend
May 29–June 1, Thursday–Sunday	Alumni College and Reunion Weekend

It is the policy of Gettysburg College not to discriminate improperly against any matriculated student, employee or prospective employee on account of age, race, color, religion, ethnic or national origin, gender, sexual orientation, or being differently abled. Such policy is in compliance with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations. Inquiries concerning the application of any of these laws may be directed to the Affirmative Action Officer at the College or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. for laws, such as Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, administered by that department.

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